DOCUMENT RESUME

ED 211 827 CE 031 148

AUTHOR	Juel, Connie; Roper/Schneider, Diane
TITLE	The Everyday Skills Program. A Vocational Program for Special Education Students.
INSTITUTION	Prince George's County Public Schools, Upper Marlboro, Md.
SPONS AGENCY	Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.; Mid-East Regional Resource Center, Washington, D.C.
PUB DATE	77
NOTE	1,018p.
EDRS PRICE	MF07/PC41 Plus Postage.
DESCRIPTORS	Basic Vocabulary; *Behavioral Objectives; *Competence; Competency Based Education; Consumer Economics; Curriculum; Curriculum Development; Curriculum Guides; *Daily Living Skills; High Schools; Home Management; Housing; Individualized Education Programs; Individualized Instruction; Integrated Curriculum; Interpersonal Competence; Job Skills; *Learning Activities; Leisure Time; Mainstreaming; Money Management; Reading Instruction; Self Care Skills; *Special Education; Teaching Guides; *Vocational Education
IDENTIFIERS	Maryland (Prince Georges County)

ABSTRACT

This document is a curriculum guide for teaching daily living skills to special education students enrolled in high school vocational education courses. The curriculum was prepared from a review of the research and a formal assessment questionnaire of what students, parents, and special education teachers and administrators in Prince George's County (Maryland) public schools considered minimal functional skills and knowledges that students should have acquired prior to graduation from the program. The guide encompasses nine competencies: managing finances, mobility, personal and family maintenance, housing, consumerism, member of society, worker, and leisure time. All of the competencies are interrelated and have common cores of development, facilitating individualizing instruction. Each competency is comprised of sub-competencies (general concepts involving abilities/knowledge of functional skills), and each sub-competency is further refined into statements of learning goals (more specific statements of enabling skills in terms of the particular sub-competency). Each learning goal is then tied to specific behavioral outcomes--specifically identified skills to be mastered by the student. Prefacing the introduction of each competency is a narrative overview describing the purpose and significance of the competency. Keyed to the behavioral outcomes for any given learning goal are teaching activities, functional vocabulary, competency cross reference, and suggested materials. In addition to nine units made up of the competencies and their subparts, the curriculum guide also includes teacher/administrator instructions, an Everyday Skills Program "starter kit", a reading component, and a student profile chart. (KC)

ED211827

THE EVERYDAY SKILLS PROGRAM

A Vocational Program for Secondary Special Education Students

Developed by

Prince George's County Public Schools
Upper Marlboro, Maryland 20870

Edward J. Feeney, Superintendent of Schools

1977

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This publication was developed as a joint effort of the Special Education and Career Education Departments. Support was provided by the Division of Vocational-Technical Education, Maryland State Department of Education and the Mid-East Regional Resource Center.

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Acknowledgments: This publication was prepared under the direction of Mr. Walter Savoy and Dr. Edward P. Doyle. The following people assisted in the development of this publication:

Janette Adkins
Joanne Appel
Susan Apple
Joyce Beam
John Boyle
Margaret Couvillon
Margaret Dyson
Willie Mae Ferguson
Kay Gardiner
James Gentry
Donald Goffinet
Jonathan Hanton
Dorothy Holloway
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Maxine McLean
Maureen Mulrooney
Marcia O'Brien
Virginia Olmer
Eddie Peterson
Anna Pratt
Patricia Robbins
Geraldine Schehr
James Smith
Marvel Smith
Margaret Sothoron
Ann Sweeney

Special thanks to Ruth C. Brown, Specialist, Special Programs, Maryland State Department of Education, Ms. Lis Altschul, Consultant, Maryland State Department of Education, and Mr. William Eddy, Specialist, Mid-East Regional Resource Center.

This project was supported by funds from the Vocational-Education Amendments of 1968 and the Mid-East Regional Resource Center.

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PREFACE - REVISED EDITION - 1977

The Everyday Skills Program was introduced and made operational in the Prince George's County Public Schools, Secondary Special Education Program during the 1976-77 school year. An evaluation of the curriculum was conducted throughout the year in the county's twenty-one senior high schools. Approximately seventy special education teachers and eight hundred students (L. D., M. R.) participated in this field testing.

Teachers, students, parents, and special education and vocational educational staff were included in the evaluation process. The results of the evaluation which included questionnaires, personal interviews, and telephone contacts prompted this revision. Three of the nine competency areas (Personal and Family Maintenance, Leisure Time, and Member of Society) have received substantial revision while two (Worker and Managing Finances), received significant revision. The essential intent which directed the revision was to have the curriculum in terms of functional skills and knowledges.

RATIONALE

We have attempted in this curriculum to isolate those common skills and knowledges that the students ought to possess as a function of enrollment in the senior high school Special Education program (Vocational Development). More specifically this curriculum addresses itself to the in-school functional academic aspects of the Vocational Development Program (which itself includes a job sampling and work experience program phase not specifically addressed in this curriculum). This curriculum effort was prompted by two major considerations:

1. The county's continuing commitment to significant curriculum improvement and

2. The need to revise the current special education curriculum to reflect more adequately the increase in the number of lower functioning students enrolled in the program.

The identification of the functional skills derived from a review of the research and a formal assessment questionnaire of what students, parents, and Special Education teachers and administrationers considered "minimal functional skills and knowledges" the students should have acquired prior to graduation from the program. These units so isolated have been correlated and nine Competency areas derived. The nine Competency areas are as follows:

I. Managing Finances

II. Mobility

III. Personal and Family Maintenance

IV. Housing

V. Consumerism

VI. Communications

VII. Member of Society

VIII. Worker

IX. Leisure Time

The design through which each of these Competency areas was developed is portrayed in Figure 1.

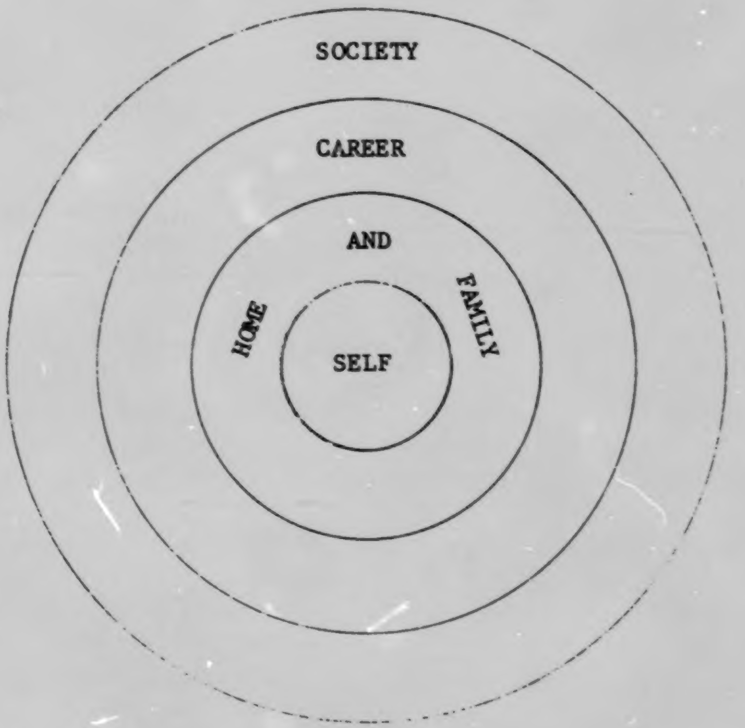
SOCIETY
CAREER
AND
HOME
FAMILY
SELF

FIGURE 1

8

Thus the "self" serves as the core for each Competency and from that point will develop sequentially outward to include "Home and Family," "Career," and into "Society." Graphically this development is presented in Figure 2.

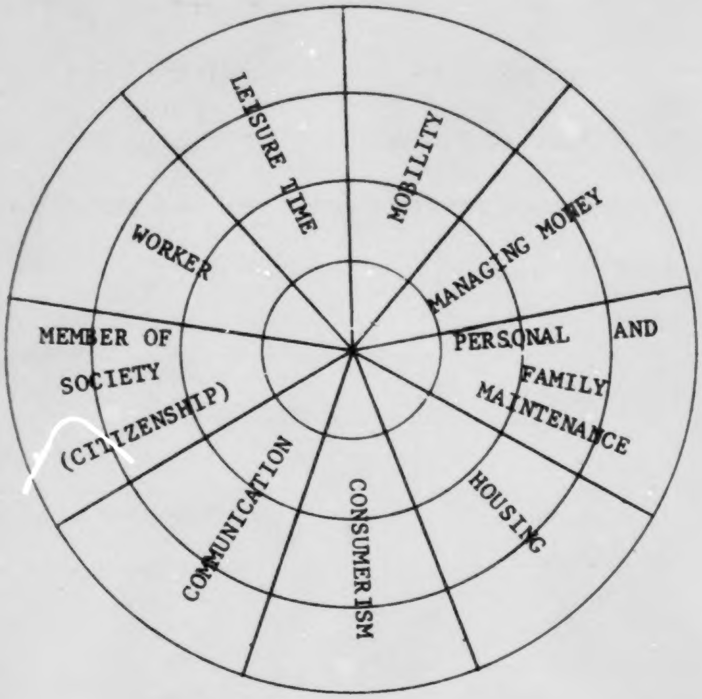
LEISURE TIME
MOBILITY
WORKER
MANAGING MONEY
MEMBER OF SOCIETY (CITIZENSHIP)
PERSONAL AND FAMILY MAINTENANCE
COMMUNICATION
CONSUMERISM
HOUSING

FIGURE 2

As portrayed, any given Competency begins at the "self core" and develops outward in increasing increments. All of the Competencies are interrelated and have common cores of development. This feature lends itself to individualizing instruction and a great deal of cross referencing which will be discussed in the following section.

FORMAT

Competencies, Sub-Competencies, Learning Goals and Behavioral Outcomes

The entire "Everyday Skills Program" is comprised of nine separate Competencies. Each Competency is developed sequentially and permits student entry at the level determined to be appropriate for each. Such determination would be the result of teacher assessment, both formal and informal.

Each of the Competency areas is presented in a similar manner. Schematically each Competency is depicted as in Figure 3.

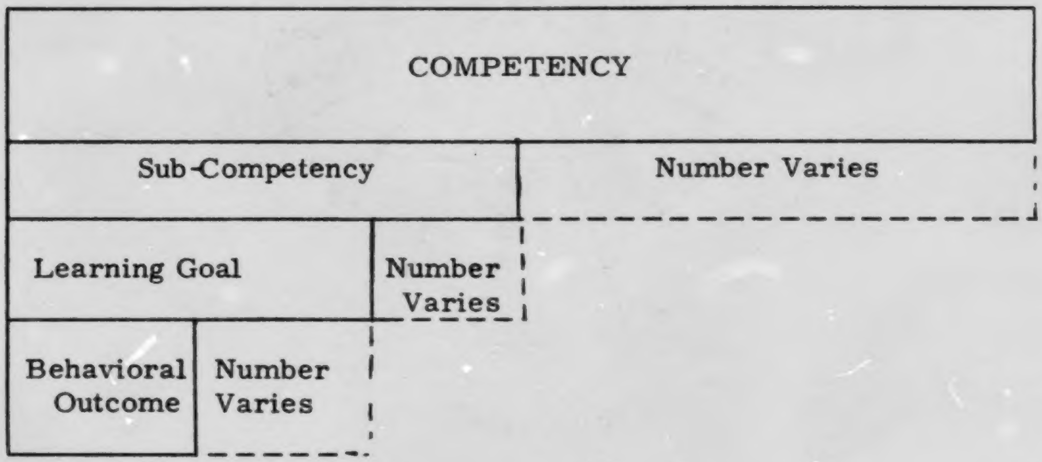

FIGURE 3

Thus each competency is comprised of Sub-Competencies (number varies) which are general concepts involving abilities/knowledge of functional skills. Each Sub-Competency is further refined into statements of Learning Goal(s) (number varies) which are more specific statements of enabling skills in terms of the particular Sub-Competency. Each Learning Goal is then presented with identified specific Behavioral Outcomes (number varies). The Behavioral Outcomes represent the specifically identified skills to be mastered by the student. In Figure 3 only one Sub-Competency, one Learning Goal and one Behavioral Outcome are depicted; in actuality there are many Behavioral Outcomes for a given Learning Goal, several Learning Goals for a given Sub-Competency, and a few Sub-Competencies for a given Competency area. As indicated, the number varies.

Prefacing the introduction of each Competency is a narrative overview describing the purpose and significance of the Competency. Similarly each Sub-Competency is briefly introduced attempting to highlight the importance of the stated Sub-Competency.

Suggestions for Implementation

Following the listing of the Behavioral Outcomes for any given Learning Goal there appears a four-columned page which includes:

1. Teaching Activities (keyed to Behavioral Outcomes)
2. Functional Vocabulary (list)
3. Competency Cross Reference
4. Suggested Materials

The teaching activities include a wide array of suggestions for teaching to the specific Behavioral Outcomes. The activities were written to include suggestions for a variety of sophistication levels, therefore, the teacher will need to make appropriate decisions regarding which activities to implement. The functional vocabulary column includes a listing of those words that the student would likely be exposed to in working toward mastery of the Behavioral Outcomes noted. Again teacher judgment will dictate the need for any modification. The Competency Cross Reference column represents an attempt to correlate learnings that complement each other. Obviously in a functional skills program there is a high degree of commonality in terms of skills being taught. Common elements have been cross referenced between Competency areas and within a given Competency. For example: Competency I, Sub-Competency A, Behavioral Outcome A-1.3, reads:

> "Student will be able to use the coins identified in various combination to total one dollar as evidenced by his/her making six successful different combinations totaling one dollar."

In Competency II. students are engaged in a similar Behavioral Outcome that involves counting out correct change for travel fare that costs less than one dollar (II. D-7.1). In both instances the teacher is referred to the other Competency area by a notation in the column titled "Competency Cross Reference." To gain full value of the cross referencing with regard to Behavioral Outcomes it is important that the teacher within a given school plan together the teaching of the Competencies. Additionally, any citation in the cross referencing might suggest strategies for achievement not included in the Behavioral Outcomes specifically being taught. The last column of this page is title suggested materials (texts, kits, learning packages, etc.) all of which appear on the approved list.

Student Profile Chart

Each student in the program will have nine Profile Charts--one for each Competency area. The charts depict the student's current status with regard to skill mastery in each area. As such it will represent part of the student's Educational Management Plan.

The composition of each Profile Chart is the same for each student. The chart includes an abbreviated listing of all the Behavioral Outcomes stated in each of the nine areas. To the right of each listed Behavioral Outcome are three columns which serve to indicate the date the skill was 1) Introduced, 2) Partial Mastery Gained, and 3) Complete Mastery Gained. Some of the Behavioral Outcome statements are asterisked; this designation identifies those skills that are considered to be Minimal Behavioral Outcomes. To the teacher the asterisks indicate a need for emphasis; to the student they represent milestones to be reached.

A single set of Profile Charts will remain with a student throughout the three year (phased) program. The students should be aware of and familier with the Profile Charts. Teachers report that students, and in particular sophomore students, tend to be impressed with the number of skills as well as the diversity of skills they will be learning by being in the program. The Profile Charts also serve as an excellent introductory overview when meeting with parents.

The Profile Charts as part of the student's Educational Management Plan are to be kept current. Most teachers find that the most appropriate point for up-dating is at the end of an individual teaching unit. The recommended procedure is to involve the student in the up-dating process. Some teachers have reported success in having the student maintain his/her own charts although others have noted that the students are generally unrealistic in their rating on the Profile Charts. Whatever procedural measure decided on, it is the teachers responsibility that the Profile Charts are accurate and current.

The columns Introduced, Partial Mastery, and Complete Mastery, refer to the abbreviated outcomes listed on the left. When a skill(s) is Introduced the month and year should be noted in the block. Some students may not gain complete mastery of a skill in which case Partial Mastery is noted by writing in the date. Complete Mastery means that at some given point (date recorded) the student did exhibit mastery of the skill listed. The Profile Charts serve other purposes as well:

1. An instrument to determine student baseline
2. A status indication of student's progress to both teacher and student
3. An assessment document if student transfers within the system

4. A transfer assessment document to accompany student to another school system.

Attached to the Student Profile Charts are blank Profile Charts. These are for additional goals that the teacher and student may jointly decide upon because of a unique student need. Copies of the Profile Charts should be shared with the student's parents. Such sharing will enhance the opportunity for reinforcement of goals by the parents and may also elicit suggestions for additional Behavioral Outcomes.

COMPETENCIES MATCHED WITH COURSES

Below eight of the nine Competencies have been matched with the causes generally selected in the Everyday Skills Program, (The ninth grade is not listed). Leisure time, the ninth Competency, is not matched with a particular cause, since it is implemented into the Everyday Skills Program on a "one day a week" basis. Whether it is implemented during the tenth and/or eleventh grade is a decision to be made by the teacher(s) at a given school, (See Introduction to Leisure Time for additional comment.)

10th Grade

Course	Competency(ies)
English II	Communications (and) Mobility
Biology	Personal and Family Maintenance
Math	Managing Finances & Housing(Sub-Competency D-2)
Career Issues (Social Studies)	Worker (and Housing (Sub-Competency D-3)
P.E.	
Elective	

11th Grade

English III	Communications (and) Mobility
U.S. History (Social Studies)	Member of Society
P.E.	
Job Sampling	
" "	
" "	

12th Grade

English IV	Communications
Elective	Consumerism (and) Housing
P.E.	
Work Experience	
" "	
" "	

Some of the Competency areas are designed to be taught over a two or three year period, e.g., Communications, Mobility, Housing, Leisure Time. Refer to "Introduction" of the above Competencies for explanation as to how the Competency is to be treated.

INDIVIDUALIZATION

One of the purposes of the writing of this curriculum is to assist the teacher in individualizing instruction. The functional skills identified in the Behavioral Outcomes represent what teachers, students, parents and administrators ranked as essential skills that graduates of the program ought to possess. Having identified the "what" to teach, the difficult task of "how" remains. Obviously there is no one strategy to be used in working with this student population; therefore, the "how" will be determined by the teacher's assessment of the individual student's learning style. The curriculum is written to take into account a wide array of teaching techniques. The suggested activities to be used are varied. The Behavioral Outcomes can be successfully accomplished by the student through an assortment of response patterns as is indicated by the ubiquitous phrase "Communications Mode Optional." Success in meeting the Behavioral Outcome statement is occasionally stated in terms of the "subjective judgement of the teacher" because not all outcomes lend themselves to absolute objectivity.

Prior to introducing a given Sub-Competency the students should be given an overview of the goals and purposes as well as the Behavioral Outcomes which they will be attempting to master. The Profile Chart will facilitate this strategy. A copy of the Profile Chart should be maintained by the students so that they are aware of the overall Competency status they have thus far achieved as well as that to which they will be striving. A final feature of the Profile Chart and its implication for individualization is the inclusion of a blank Profile Chart titled Teacher/Student Derived Behavioral Outcomes. It may be that a given student will need, in the teacher's opinion, a customized Profile Chart that includes unique Behavioral Outcomes not considered in the written curriculum. Such is the purpose of the Teacher/Student derived Behavioral Outcomes. Such individualization would supplement the "Everyday Skills Program's Profile Chart."

ASSESSMENT INSTRUMENTS

We have attempted in this Handbook to offer an overview of the Everyday Skills Program as well as to offer suggestions for its implementation. This final suggestion relates to assessment instruments. We recommend the following instruments because they are easy to administer, easy to score, and they are inexpensive. Obviously there are alternatives; these are offered as suggestions.

The reading and math portion of the Wide Range Achievement Test (WCAT) coupled with the Grau Oral Reading Test will provide the teacher with a performance level. The Wide Range Interest-Opinion Test (WRIOT) will score well with the Worker Competency.

READING COMPONENT

Reading is not taught in this curriculum as a separate subject or Competency. Rather is an integral part of each Competency area. Throughout there are noted, in the suggested activities, techniques for honing reading skills. The section below essentially summarizes the techniques and defines our beliefs with regard to teaching reading in the "Everyday Skills Program."

Beliefs About Reading

When dealing with students who have learning problems, the following assumptions provide a philosophical framework for instructional decisions.

Reading is a skill that must be integrated with regular content. Isolated drill on reading skills has little transfer to other areas. Students must see reading skills as tools for dealing with content and gaining information.

Not everyone can deal successfully with a page of print. Some students will be able to deal only with key phrases and sentences. To try to decode all the print on a page often requires too much time. Decoding can impede comprehension. Sometimes a student has forgotten the initial information presented on a page by the time he has decoded the last part of the page.

Students read what they perceive as being interesting, useful, or necessary in their lives. Functional reading skills enable students to deal with print to meet everyday needs. When the need for these functional skills is demonstrated to students they are motivated to be active learners.

Students know how well they are able to read. They are only too aware of their skill deficiencies. Teachers should try to build confidence by initially focusing on the skill strengths of students. The primary aim of teachers should be to set up situations to demonstrate to students that they are able to receive information from the printed page.

Overlearning is necessary for students who do not read well or achieve well in school. The same material must be presented repeatedly in different forms and situations. Students should be actively involved in interesting, teacher directed practice.

A "base level" of information (which includes vocabulary) must be established before new materials are presented. The teacher must be certain that the basic prerequisites are mastered before advancing to the next level of skills or knowledge. If the teacher introduces new material to soon, students become confused and lose motivation. When this happens future teaching has no meaning because it lacks integration with previous knowledge.

Technique for Dealing With Print

Students need a systematic approach for dealing with print. The directed reading activity and a specific word attack system will provide a specific orientation to print.

In the directed reading activity the teacher provides the orientation with the word attack system. The directed reading activity is a set of steps by which teachers form a framework for a reading assignment. Through this technique teachers provide the necessary direction for students to deal successfully with print. The sequential steps of the directed reading activity are:

Step 1 - Create motivation. Establish interest in or need for information to be presented. Relate information to past experiences.

Step 2 - Develop vocabulary. This step is divided into three separate steps:

a. old vocabulary - solicit information from the class about topic under consideration. Find out what they know, their base level. Write vocabulary students use that pertains to the topic on the blackboard. This vocabulary and knowledge they have of the topic becomes the student's framework.

b. review vocabulary and information covered in Step 1 and 2 using every pupil response technique, short student composed tests, pair or small group discussion, vocabulary review, etc. This develops overlearning and allows student more confidence when he meets new information.

c. new vocabulary - introduce new vocabulary on the blackboard. These words should be taken from the reading selection, film, filmstrip, curriculum, etc.

Step 3 - Establish a purpose. Be sure students "completely understand" the purpose for reading the selection, viewing the film, etc. Often this step is the one most overlooked and students are not aware of the importance of the topic and its relevance to their lives. A little time spent here is worthwhile.

Step 4 - Check comprehension. After the presentation of the material through reading, viewing and/or listening, the teacher should check to make sure the student has received the information presented. An informal check through every pupil response, getting together in groups of 2 or 3 to write a short summary and one word notes, are techniques that can be used.

Step 5 - Provide follow-up. Review vocabulary to give students a chance to demonstrate again the knowledge they gained through the directed reading activity. Use games and learning stations to reinforce concepts and skills covered by the directed reading activity.

Teaching Strategies

By using certain strategies, teachers can actively involve students in becoming increasingly proficient in dealing with printed information. Some of the methods that have been used successfully by teachers in dealing with students with special needs are: every pupil response, using folders in a variety of ways, reading with a pencil, one word notes and assigning roles in a small group.

Every Pupil Response

Using this method the teacher can determine immediately which students need help. This method requires a limited amount of writing but each student is involved in responding. Give students pieces of scrap paper on which to write possible responses to questions, e.g., yes/no; true/false/ affirmative/ negative; agree/disagree. The teacher then asks a question and the class responds by holding up the proper response.

Variations of this method include the following:

1. Using words from the functional vocabulary list, e.g., Learning Goal B. 4, the teacher could read definitions of words listed in functional list and the pupil who has the functional words written on his every pupil response cards holds up the proper card. Teachers can also read sentences and leave out the vocabulary word. The student holds up the proper word. If the students have word banks of vocabulary written on index cards, these can be used to respond to questions.

2. Students use hands open/closed fist, thumbs up/thumbs down to respond to multiple choice, opinion or true/false questions.

3. Students have sets of numbers ranging from 0-9. They hold up the correct number combination to answer questions about math or questions requiring numbers as answers. For example, using the index, tell on what page you would find a definition of credit.

4. Students can respond to each other as peer pairs (partners) and then share responses with the group.

EVERYDAY SKILLS PROGRAM "STARTER KIT"

The Everyday Skills Program represents a total high school curriculum or secondary special needs students. Although it covers a broad spectrum of living skills, its implementation need not be expensive.

A starter kit has been developed which addresses all of the competencies and costs less than $25 per pupil. The materials suggested have been used by teachers in The Everday Skills Program and have been found to be quite adequate for use with the components of the program.

It should be noted however, that it is essential that these texts be supplemented with teacher-made materials and outside resources, enabling the teacher to further individualize instruction.

MATERIAL	PUBLISHER	COST
The Bank Book	Frank E. Richards	$ 1.75
Useful Arithmetic	Frank E. Richards	2.50
Using Money Series, Bk. 3	Frank E. Richards	1.75
Health, Safety and Sanitation	Steck, Vaughn	1.77
Nutrition	New Readers Press	.85
Studying for Your Drivers License	New Readers Press	1.50
Buying Guides	Steck, Vaughn	1.77
Wise Buying	New Readers Press	.85
Everyday Reading and Writing	New Readers Press	4.75
Being an Informed Citizen	Steck, Vaughn	1.77
Renting an Apartment	New Readers Press	.85
Out of Work	New Readers Press	1.50
The Jobs Book	Scholastic	1.25
	Total Cost	$24.63

SUPPLEMENTAL MATERIALS

In addition to the materials listed in the "Starter Kit", the following supplemental materials are also highly recommended.

MATERIAL	PUBLISHER	COST
1. Scope Visuals: Consumer Economic Skills Reading Charts and Tables	Scholastic	$ 6.95 ea.
2. The Be Informed Series a. Renting an Apartment b. News Media c. Owning a Car d. Buying a Car e. Finding a Job f. Personal Credit	New Readers Press	.85 ea.
3. Occupations I Occupations II	New Readers Press	1.50 ea.
4. Everyday Living Skills Kits a. Buying from a Catalog b. The Newspaper: News Plus Much More c. The White Pages of the Telephone Directory d. Walk Carefully through the Yellow Pages e. The Restaurant Menu f. Advertising Techniques: Gimmicks that Getcha' g. You Can Get There from Here h. Charge It -- Using Credit Cards	Media Materials	9.95 ea.
5. English for Everyday Living	Ideal Corporation	7.50 ea.
6. Forms in Your Future	Frank E. Richards	1.80 ea.

VOCATIONAL DEVLOPMENT/EVERYDAY SKILLS PROGRAM

COMPETENCY # I MANAGING FINANCES

Prince George's County Public Schools
Upper Marlboro, Maryland 20870

Edward J. Feeney, Superintendent of Schools
1977 - Revised

Joint Project of
Special Education Department and
Career Education Department

Managing Finances

One of the most fundamental competencies identified in this curriculum is the management of individual finances. Part of its importance can be attributed to the fact that it pervades the other competencies. The program envisions the students gaining the skills necessary to make them successful members of the work world. Having a job implies receiving an income which translates into managing that income. Income management is distinct from spending one's money. It implies that forethought is given to the spending process. The goal for the entire competency is presented with this forethought.

This competency begins with identification of U. S. coins and currency and concludes with procedures for making a loan. Throughout there is an emphasis on arithmetic skills and functional knowledge needed to manage one's finances. There is considerable flexibility provided to tailor the program to each student's ability. Thus not all students will be computing their overtime wage but it is expected that all students will know the difference between gross and net pay. Below are listed the sub-competencies for this unit:

Sub-competency:
A. Ability to recognize the value of money
B. Ability to make change
C. Ability to understand personal earnings
D. Ability to utilize banking services
E. Ability to devise a functional budget
F. Ability to understand and use credit wisely
G. Procedures for borrowing money.

Basic computational skills are taught throughout the sub competencies; there is no sub competency exclusively devoted to skill building (addition, subtraction, multiplication, division). The teaching of these skills is done within the context of the process being addressed in the various learning goals. There are many excellent activities/text/workbooks noted after each sub competency that tie the skill building to a particular functional learning goal. It is within this context that these skills are best taught particularly at the secondary school level.

A similar rationale has been articulated in the Teacher's Handbook for the teaching of reading, viz., relatedness to functionality is the prime motivator in learning of basic skills for this secondary population.

As previously stated this competency cuts across the other eight. Because of this effect it will be noted that there are frequent notes to cross reference. This facet will enhance the teaching/learning process as it is implemented by the teacher.

SUB-COMPETENCY: A. THE ABILITY TO RECOGNIZE THE VALUE OF MONEY

LEARNING GOAL:

A-1 Students will be able to identify U. S. coin and currency.

BEHAVIORAL OUTCOMES:

*A-1.1 Student will be able to recognize U. S. coins as evidenced by successful identification of five coin denominations.

*A-1.2 Student will be able to recognize U. S. currency as evidenced by successful identification of seven currency denominations up to "hundred dollar bill."

*A-1.3 Student will be able to use the coins identified in various combinations to total one dollar as evidenced by his/her making six successful different combinations totaling one dollar.

*Minimal Behavioral Outcome Skills

SUB-COMPETENCY A: THE ABILITY TO RECOGNIZE THE VALUE OF MONEY

The ability to recognize the value of monies is essential in the management of one's finances. It is a basic component of personal financial management. The purpose of this sub-competency is to insure that the student can recognize and manipulate U. S. coin and currency. This facility is an integral part of succeeding sub-competencies and as such every effort should be made to insure mastery.

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have student match the coin with number value. 2. Have student match value of coins with the price of purchased items. 3. Make a chart of all possible coin combinations totaling one dollar. 4. Play a team or individual game: Be last team to add a coin to the pile so that the total is one dollar.	DIME PENNY QUARTER HALF DOLLAR DOLLAR	A-1.3 with II, D-7.1	**Text** Using Dollars and Sense, pg. 6-22 Using Money Series Counting My Money, Order No. 17 Using Money Series Book III, pg. 1-6 **Kits** **Audio-Visual** Housing Money and Personal Problems Kit, Educational Projections Corp. **Other** Easy Money (Educational Game) Earning and Using Money Posters, David C. Cook Publishing Co. Money Game, DLM

SUB-COMPETENCY: B THE ABILITY TO MAKE CHANGE

The ability to make correct change implies that the student knows how much change should be received as a result of a purchase. This ability applies to one's own personal financial management as well as opening the door to a variety of jobs that demand this skill. As such, it is one of the most fundamental of the functional skills to be taught in this competency.

SUB -COMPETENCY: B. THE ABILITY TO MAKE CHANGE

LEARNING GOAL:

B-1 Students will be able to determine correct change.

BEHAVIORAL OUTCOMES:

*B-1.1 Student will be able to determine correct change as evidenced by his/her being able to cite (Communications Mode Optional) the change he/she should receive from a one dollar bill when given a purchase of less than a dollar.

*B-1.2 Student will be able to select correct change using the addition method. Success will be determined by his/her ability to select the fewest coins possible in making change correctly on three successive trials.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
Have the following games presented which the class can then play.	SUM ESTIMATE CHANGE		**Text** Using Dollars and Sense Fearon Publishers, Inc.
1. Team Game: Each team may give a problem to the other team dealing with the amount of change to be received from a purchase.			
2. Concentration Game: Totals adding to one dollar for a match.			
3. Bingo: The first person to have numbers adding to one dollar wins the game.			**Kits**
4. Pace Game: First student or team to add a list of figures correctly wins points - the ability to make change and estimate cost.			
5. Cash Register: Students assume the roles of cashier and customer ringing up purchases and making change.			**Audio-Visual** Film: Arithmetic: Estimating and Checking Answers
6. Game: First student to give change required using fewest coins scores point.			
			Other

SUB-COMPETENCY C: THE ABILITY TO UNDERSTAND PERSONAL EARNINGS

It is of particular importance that the students understand how their pay is computed and reported on a paycheck. Misunderstandings easily arise when such knowledge is lacking. This sub-competency is concerned with highlighting the difference between gross and net pay; it also introduces the concept of overtime and offers examples of its computation. The major concern (and emphasis) however, is with deductions that are subtracted from the gross pay. The concept of time in general, and specifically the use of time in determining pay are also included in this sub-competency.

SUB -COMPETENCY: C. THE ABILITY TO UNDERSTAND PERSONAL EARNINGS

LEARNING GOAL:

C-1 Students will understand the concept of time in terms of: uses of time, methods of measuring time, and how time is used in determining pay.

BEHAVIORAL OUTCOMES:

*C-1.1 Students will be able to express how time may be used. Success will be determined by students applying a minimum of three uses to which time has been or may be put (e.g., cooking, determining age, racing, chemical changes, etc.)

*C-1.2 Student will display knowledge of time measures as evidenced by his/her explaining (minimally two methods by which time has been measured (e.g., hour glass, watch, sun dial, etc.)

*C-1.3 Student will be able to name the correct time on a non-digital watch. Success will be determined by the students identifying the correct time (within three minutes) given three different time settings(100% accuracy).

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Prepare a collage or bulletin depicting uses of time. 2. Have students observe rings on cross section of tree used in determining time. 3. Discuss different calendars used today/past. 4. Make a cardboard sun dial. 5. Bake or compare recipes for cooking time of cookies, cake.	ANNUAL RINGS APPROXIMATE (TIME) SUN DIAL CALENDAR		Text Time and Telling Time, Fearon Pub. Kits Telling Time, Interpretation Education Audio-Visual Learning About Measurement, Frank Richards Co. Other

SUB -COMPETENCY: C. THE ABILITY TO UNDERSTAND PERSONAL EARNINGS

LEARNING GOAL:

C-2 Students will have an understanding of the concepts of gross and net pay.

BEHAVIORAL OUTCOMES:

*C-2.1 The student will be able to compute how many hours he/she worked in one day. Success will be determined by the student's computing the total hours worked, given starting and quitting time.

*C-2.2 The student will be able to determine the number of hours he/she worked in one week. Success will be determined by the student's computing the total hours worked on a week, using the additive and/or multiplicative method.

*C-2.3 Student will demonstrate an understanding of gross pay as evidenced by his/her explaining or conveying the concept to the teacher. (Subject Judgment of the Teacher) (Communications Mode Optional)

*C-2.4 The student will indicate an understanding of the formula Gross Pay = hourly rate of pay times numbers of hours worked as evidenced by his/her correctly determining gross earnings given three examples of hourly rate and numbers of hours worked.

C-2.5 Student will be able to identify types of deductions subtracted from the gross pay as evidenced by his/her being able to list three standard and three non-standard types of deductions.

*C-2.6 Student will demonstrate an understanding of net pay as evidenced by his/her explaining or conveying the concept to the teacher. (Subjective Judgment of the Teacher) (Communications Mode Optional)

* Minimal Behavioral Outcome Skills

SUB -COMPETENCY: C. THE ABILITY TO UNDERSTAND PERSONAL EARNINGS

LEARNING GOAL:

C-2 **Students will have an understanding of the concepts of gross and net pay.**

BEHAVIORAL OUTCOMES:

***C-2.7** **Student will indicate an understanding of the formula net pay= gross pay minus deductions as evidenced by his/her correctly completing two examples of net pay.**

*** Minimal Behavioral Outcome Skills**

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students determine total hours in school day. 2. Have student make up a work schedule of days per week and hours per day and compute total hours worked per week. 3. Play team games in class to reinforce computations of hours per day and hours per week. 4. Have students make problems for each other (or team) and compute gross or net pay. 7. Have students make a sample paycheck for a bulletin board about personal earnings.	SCHEDULE STARTING QUITTING DAILY WEEKLY GROSS PAY NET PAY WAGES EARNINGS DEDUCTIONS DUES MEDICAL INSURANCE STATE INCOME TAX FEDERAL INCOME TAX FICA RETIREMENT		Text Using Dollars and Sense, p. 53-90 The Getting Along Series of Skills Workbooks, p. 19-26 Using Money Series, Earning, Spending and Saving Book Iv Order No. 174 The Pay Check, Behavioral Research Labs The Household Budget, Behavioral Research Labs Mathematics in Living Pruett Press Inc., p. 31 Usefull Arithmetic Book II, Richards Kits Personal Finance, Audio Fidelity Audio-Visual The Job Box, Hearon Publishers

SUB-COMPETENCY: C. THE ABILITY TO UNDERSTAND PERSONAL EARNINGS

LEARNING GOAL:

C-3 Students will gain an understanding of how overtime wages are computed.

BEHAVIORAL OUTCOMES:

*C-3.1 Student is able to explain under what circumstances a worker is generally paid an overtime wage as evidenced by citing (Communications Mode Optional) two correct instances which result in the worker being paid an overtime wage.

C-3.2 Student is able to compute time and half wage as evidenced by the student's correctly applying the formula (Time and a half = regular hourly wage x $1\frac{1}{2}$).

C-3.3 Student is able to compute double time wage as evidenced by the student's correctly applying the formula (double time = regular hourly wage x 2).

*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students relate instances in which they or friends have received overtime pay. 2. Interview workers in building and ask if they like to work overtime, resulting in good and bad points regarding overtime. 3. Ask manager in grocery store how much overtime his/her workers put in. 4. Provide examples of overtime payment to compute formula in C-2.2 and C-2.3 Standard work week = 40 hours.	OVERTIME TIME AND A HALF DOUBLE TIME HOLIDAYS		Text Mathematics in Living, Pruett Press, inc. Mathematics for Adult Living, Mafex Associates, p. 109 Mathematics for Citizenship, Mafex Associates Kits Earning Money Now, Relevent Productions, c/o Kunz How to Handle Money, Relevant Productions, c/o Kunz Audio-Visual Hire, Prentice-Hall Other Mathematics for the Worker, Mafex Associates Money Then and Now, Miller Books

SUB-COMPETENCY D: THE ABILITY TO UTILIZE BANKING SERVICES

The knowledge of how to write a check, fill out a deposit slip, make a loan, and open an account are all functional skills that the students ought to possess. For many of the students entering a bank itself will be a first time experience. Because a bank offers services to the public it is important that the students feel comfortable about requesting to use the services. The activities listed that support each learning goal will aid in building the student's confidence for participation in the banking unit.

SUB-COMPETENCY: D. THE ABILITY TO UTILIZE BANKING SERVICES

LEARNING GOAL:

D-1 Students will be aware of the services a bank offers.

BEHAVIORAL OUTCOMES:

D-1.1 The student will demonstrate a knowledge of the services a bank offers as evidenced by naming three important services of banking:

a. protection of money
b. savings
c. paying bills
d. budgeting
e. loans.

*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Play the game of password using banking words. 2. Make a poster advertising the importance of banking to be placed on a banking bulletin board. 3. Visit a bank, post office, and store to learn about sale of money orders.	BANKING SAVINGS ACCOUNT BILL PAYMENT INTEREST CHECKING ACCOUNT MONEY ORDERS CERTIFIED CHECKS SAFE DEPOSIT BOX		Text The Bank Book, Frank Richards Everyday Business, Cal Central Press Mathematics in Living Book II and III, Pruett Press, Inc. Mathematics for Family Living, Mafex Associates Mathematics for Adult Living, Mafex Associates Kits Audio-Visual Ways to Handle Money Module 5, Grolier Other

SUB-COMPETENCY: D. THE ABILITY TO UTILIZE BANKING SERVICES

LEARNING GOAL:

D-2 Students will obtain an understanding of savings accounts.

BEHAVIORAL OUTCOMES:

*D-2.1 Student will demonstrate his/her understanding of the purposes of a savings account by listing and/or identifying two (2) purposes of a savings account:

a. saving for future purchases
b. protection of money.

*D-2.2 Student will demonstrate procedure for opening a savings account, as evidenced by actually opening a savings account at a bank in the community. (Subject to working status of student)

D-2.3 Student will demonstrate his/her understanding of the rules, regulations, and charges associated with savings account, as evidenced by listing and explaining at least four rules, regulations and/or charges:

a. amount of money needed to open an account
b. withdrawals and deposits
c. interest rates
d. joint and individual accounts.

*Minimal Behavioral Outcome Skills

SUB-COMPETENCY: D. THE ABILITY TO UTILIZE BANKING SERVICES

LEARNING GOAL:

D-2 Students will obtain an understanding of forms associated with savings accounts.

BEHAVIORAL OUTCOMES:

*D-2.4 Student will demonstrate his/her understanding of the use and completion of deposit and withdrawal slips, as evidenced by successfully completing bank and teacher made slips and explaining how deposit slips and withdrawal slips are used. (Subjective of the Teacher)

D-2.5 Student will demonstrate his/her understanding of a bank statement, as evidenced by reading a bank statement and answering questions concerning five important areas:

a. deposits
b. withdrawals
c. service charges
d. dates of transactions
e. amounts of transactions.

*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students discuss, list and dramatize the step by step process of entering the bank and opening an account. 2. Practice filling out deposit and withdrawal slips. 3. Play password reinforcing concepts learned. 4. Have spelling bee and team game in classroom to reinforce spelling numbers from 1-100. 5. Provide practice in adding, subtracting and multiplying money problems, keeping the decimal point in the right place, on ditto, on board, etc. 6. Make a scrapbook displaying learnings with regard to savings accounts. 7. Make a bulletin board with bank advertisements. 8. Have student call banks to inquire about their interest rates on savings accounts.	SAVINGS ACCOUNT INDIVIDUAL ACCOUNT JOINT ACCOUNT DEPOSIT SLIP WITHDRAWAL SLIP INTEREST SIGNATURE CARD PASSBOOK BANK STATEMENT LEDGER CARD ENDORSE	D-2.4 with VI, D-2.1	Text The Bank Book, Frank E. Richard Mathematics in Living, Book 3: Banking, Pruett Press, Inc., pp. 1-74 Kits Math Mystery Theater, Imperial International Training Counting Money, Media Materials Making Change, Media Materials Audio-Visual Banking and Banking Services, Cassette, Educational Service Personal Finance Series, Cardinal Learning Systems Coins, Bills and Change, Imperia Educational Resources Other

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
			Text **Other** Ways to Handle Money, Module 5, Grolier, See unit booklet, A Place to Keep Your Money: A Unit on Banking TMI- Grolier, Programmed Textbook, Grolier Educational Corporation Cross Number Roll I and II Games, Great Ideas, Inc.

SUB-COMPETENCY: D. THE ABILITY TO UTILIZE BANKING SERVICES

LEARNING GOAL:

D-3 Students will understand the uses and purposes of a checking account.

BEHAVIORAL OUTCOMES:

*D-3.1 Student will demonstrate an understanding of the reasons for having a checking account as evidenced by listing and explaining three reasons.

a. protection of money
b. bill payment
c. receipts
d. convenience.

D-3.2 Student will be aware that he/she can open an individual account or an account in conjunction with another person as evidenced by his/her being able to correctly explain (Communications Mode Optional) the difference between individual and joint accounts.

*D-3.3 Student will be able to complete the procedure for writing a check as evidenced by his/her correctly filling out each blank space on the check.

*D-3.4 Student will be able to complete the procedure for writing a deposit slip as evidenced by his/her correctly filling out each blank space on the deposit slip.

*Minimal Behavioral Outcome Skills

SUB-COMPETENCY: D. THE ABILITY TO UTILIZE BANKING SERVICES

LEARNING GOAL:

D-3 Students will understand the uses and purposes of a checking account.

BEHAVIORAL OUTCOMES:

D-3.5 Student will understand the implications of writing a check against his/her checking balance as evidenced by his/her recording three checks in a check record book correctly.

D-3.6 The student will understand the purpose of the monthly bank statement as evidenced by his/her being able to explain how it corresponds to the running account he/she keeps in his/her own bank record book.

D-3.7 Student will have a knowledge of other procedural items included on the bank statement as evidenced by his/her being able to explain these items: (Communications Mode Optional) (Subjective Judgment of the Teacher)

a. service charge
b. stop payment
c. charge for overdrawing
d. ordering checks.

*Minimal Behavioral Outcome Skills

SUB-COMPETENCY: D. THE ABILITY TO UTILIZE BANKING SERVICES

LEARNING GOAL:

D-3 Students will understand the uses and purposes of a checking account.

BEHAVIORAL OUTCOMES:

D-3.8 Student will be aware of the cautions that should be exercised in using his/her checking account as evidenced by his/her being able to explain the implications of the following:

a. overdrawing account
b. forgery
c. lost checkbook.

D-3.9 Student will understand that checks addressed to him/her may be cashed in a variety of ways as evidenced by his/her being able to explain:

a. endorsement for cash
b. endorsement for deposit
c. endorsement to another.

D-3.10 Student will demonstrate an understanding of the procedure for opening a checking account as evidenced by his/her actually opening a checking account at the local bank.

*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. List and discuss the purposes of a checking account. 2. List, discuss, draw a poster, or dramatize the step by step process of entering a bank and opening a checking account. 3. Obtain from the local bank forms necessary to practice the following: a) deposit slip, b) withdrawal slip, c) signature card, and d) account records. 4. Practice balancing an account given various deposits and withdrawals and bank service charges. 5. Practice writing dollars and cents in words and numerals on mock checks. 6. Play Password of Jeopardy in reviewing and reinforcing concepts and activities learned. 7. Practice reading bank statements through written exercise or oral exercise.	CHECKING ACCOUNT WITHDRAWAL DEPOSIT BANK STATEMENT CHECK CHECK STUB ENDORSE SIGNATURE APPLICATIONS BANK SERVICE CHARGES BALANCED ACCOUNT CHECKBOOK LEDGER CANCELLED VOID FORGERY RUBBER CHECK STOP PAYMENT		Text The Bank Book, Frank E. Richards Mathematics In Living - Book 3, Banking, Pruett Press, pp. 75-127 Working Makes Sense Pacemaker Book, Lear Siegler, Inc. / Fearon Publisher, pp. 59-78 Kits Audio-Visual Banking and Banking Services Cassette, Changing Times Education Personal Finance Series -3401, 3402, 3403, Cardinal Learning Systems

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
8. Portray going to a bank and opening an account. 9. Have students call several banks and make a comparison of service charges. 10. Have representative from a bank talk to class.			Text Kits Audio-Visual Other Film: Fred Meets a Bank - Story of A Check

SUB-COMPETENCY: D. THE ABILITY TO UTILIZE BANKING SERVICES

LEARNING GOAL:

D-4 Students will learn the uses and purposes of money orders, certified checks, travelers checks, and safe deposit boxes.

BEHAVIORAL OUTCOMES:

*D-4.1 Student will have an understanding of the purpose and method of obtaining money orders as evidenced by his/her explaining the major purpose and being able to list a place where they can be purchased.

D-4.2 Student is aware of the purpose of certified checks, travelers checks, and safe deposit boxes, as evidenced by stating a reason and occasion for using each.

*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Discuss and list the uses of a money order. 2. Practice filling out sample money orders (ditto). 3. Discuss the use and the obtaining of certified checks, travelers checks, and safe deposit boxes. 4. Have students add samples of money orders, etc. to their scrapbook on banking. 5. Visit a bank. 6. Visit the credit union. 7. Discuss with students money order services vs. personal check service charge.	MONEY ORDER CERTIFIED CHECK TRAVELERS CHECK SAFE DEPOSIT BOX		Text The Bank Book, Frank E. Richards Everyday Businesses, Cal Central Press Money, New Readers' Press Mathematics for Family Living, Mafex Associates Kits Audio-Visual Money in the Bank and Out Money and Its Uses How to Handle Money, Relevant Productions Other First National Bank has free information on travelers checks.

SUB-COMPETENCY E: THE ABILITY TO DEVISE A FUNCTIONAL BUDGET

The program in which the students are enrolled envisions the students as successful workers. As such they will likely earn an income. The wise allocation of this personal income is a skill worth possessing. This sub-competency addresses that process. The goal is that the students gain an awareness of the importance and value of budgeting. With this awareness the students should also obtain the skills necessary for such planning. In this section an attempt is made to minimize formal budget planning processes and to tie such planning to the present or near future; therefore, it is suggested that this sub-competency would be most relevant for use by the senior student.

SUB-COMPETENCY: E. THE ABILITY TO DEVISE A FUNCTIONAL BUDGET

LEARNING GOAL:

E-1 Students will have a working knowledge of the concept of budget.

BEHAVIORAL OUTCOMES:

E-1.1 The student will display an understanding of a functional budget. Success will be determined by his/her designing a functional budget given a weekly allowance and expenses.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students make a poster indicating the benefits of budgeting. 2. Arrange a bulletin board showing advantages to budgeting. 3. Have students create a functional budget given weekly allowance and expenses.	INCOME EXPENDITURES BUDGET PLAN ALLOWANCE FUNCTIONAL		Text Everyday Business, Cal Central Press, pp. 36-44 Budget Practice and Skill Text, Special Service Supply Containers and How to Compare the Prices of Their Contents, Follett Educational Corp. Useful Arithmetic, Book II, Richards

SUB-COMPETENCY: E. THE ABILITY TO DEVISE A FUNCTIONAL BUDGET

LEARNING GOAL:

E-2 Students will devise a budget that will meet their needs.

BEHAVIORAL OUTCOMES:

E-2.1 Student will demonstrate an understanding of the parts of a budget as evidenced by his/her being able to list the essential parts of a budget.

E-2.2 Student will demonstrate an understanding of budgeting as evidenced by the student's creating a budget which will fit his/her projected needs for a year after graduation.

*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Make work sheet showing budget charts with budgeted amount and actual expenditures. Have student figure out which items went over budget, which went under, which were even. 2. Have students find samples of budgets (county, federal, etc.). 3. Student will be given blank budget plan sheet, a list of items of expenditure, and a list of amounts which he/she will use to fill out the blank budget plan sheet. 4. Students will be given a blank budget plan sheet, on which they are to make up a budget plan for themselves considering their own wages and expenditures. 5. Have student keep a list of his/her expenditures for a week.	INCOME EXPENDITURES RENT MORTGAGE CLOTHES FOOD TRANSPORTATION SHELTER SAVINGS ENTERTAINMENT EMERGENCY		**Text** Everyday Business, Cal Central Press, pp. 36-44 Personal Finance Budgeting Payday to Payday, 3406, Cardinal Learning System The Pay Check, Behavioral Research Labs, a programmed text Mathematics for Family Living, Mafex Associates Cambridge Adult Basic Education Series, Arithmetic, 2, Cambridge Book Company **Kits** **Audio-Visual** Film: Budgeting: Consumer Education **Other**

SUB-COMPETENCY F: THE ABILITY TO UNDERSTAND AND USE CREDIT WISELY

The goal of this sub-competency is to examine the many facets of credit buying. The decision regarding of whether or not to use credit and degree to which one might use it, is entirely the individual student's determination. It is important however, that the decisions the students make with regard to credit be made based on accurate knowledge of the facts. What is credit, why is it offered and accepted, and the advantages and disadvantages of its use form the heart of this sub-competency. Additionally attention is given to procedures for applying for credit, function of the Credit Bureau and legal safeguards regarding sex discrimination and Truth in Lending.

SUB-COMPETENCY: F. THE ABILITY TO UNDERSTAND AND USE CREDIT WISELY

LEARNING GOAL:

F-1 The students will understand the purpose and significance of credit buying.

BEHAVIORAL OUTCOMES:

F-1.1 The student will have the knowledge to determine that not all purchases of goods or services are made in cash. Success will be evidenced by student's being able to give examples of instances where credit is extended by the seller. (Subjective Judgment of the Teacher)

F-1.2 Student has an understanding of why a seller is willing to accept deferred payment as evidenced by his/her being able to cite two appropriate reasons (Subjective Judgment of the Teacher) for a seller accepting a buyer's promise to pay at a later date.

*F-1.3 The student is aware of the buyer's obligation when he/she makes a credit purchase as evidenced by the student's being able to explain (Communications Mode Optional) satisfactorily (Subjective Judgment the Teacher) the obligation to repay the debt on time and the consequences that arise when debt is not paid on time.

*F-1.4 The student will have an understanding of the circumstances under which he/she might use credit as evidenced by his/her citing three instances when credit buying might be appropriate: making large purchases, no ready cash available, to establish credit rating, ease of maintaining records, etc.

*Minimal Behavioral Outcome Skills

SUB-COMPETENCY: F. THE ABILITY TO UNDERSTAND AND USE CREDIT WISELY

LEARNING GOAL:

F-1 The students will understand the purpose and significance of credit buying.

BEHAVIORAL OUTCOMES:

F-1.5 The student is aware that when he/she applies for credit a check will be made to determine whether it will be extended as evidenced by the student's being able to list the major functions of the Credit Bureau.

F-1.6 Student is aware that many organizations offer credit but not all such organizations charge the same rate of interest as evidenced by the student's being able to rank the following credit extending agencies in order from least to most expensive: credit union, bank, national charge cards, and finance company.

F-1.7 Student is able to determine the difference between paying flat interest per year and interest computed monthly. Success will be determined by his/her comparing the amount of interest paid on a loan at 12% a year and at 3% a month and stating which amounts to more.

*F-1.8 Student will have an awareness of the advantages and disadvantages of using credit as evidenced by his/her being able to list two advantages and two disadvantages of credit usage (Communications Mode Optional).

*Minimal Behavioral Outcome Skills

SUB-COMPETENCY: F. THE ABILITY TO UNDERSTAND AND USE CREDIT WISELY

LEARNING GOAL:

F-1 The students will understand the purpose and significance of credit buying.

BEHAVIORAL OUTCOMES:

F-1.9 Student will be familiar with the terminology on a credit application as evidenced by his/her correctly responding to the terms on the credit application.

F-1.10 Student will be aware that there are safeguards for the credit user as evidenced by the student being able to cite the major provision of the Truth and Lending Law and prohibition of discrimination in terms of sex.

*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
11. Invite a speaker from Better Business Bureau.			Text Kits Audio-Visual Ways to Shop Kit, Grolier Food, Clothing and Shelter, Grolier Other Career Awareness Program (COMICS), King Features

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ctivities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Visit a credit bureau, bank, credit union or other lending institution. 2. Invite a speaker in from a credit union. 3. Compute interest rates to compare rate of charges as a class or individually. 4. Develop a learning station with credit card applications. 5. Make a list of items and have students decide which they would and wouldn't use credit to purchase. 6. Give the student a list of items and decide whether these items could be obtained by a credit purchase. 7. Have a class debate on whether use of credit is worthwhile. 8. Visit a department store and compare cost of major appliances on credit and buying cash. 9. Do bulletin board, TV survey on major credit plans. 10. Examine newspaper ads for how many items are advertised for sale on a time plan.	BALANCE BORROWER COLLATERAL CONTACT CREDIT CREDIT CHARGE CREDIT OR LENDER CREDIT RATE DEFAULT DOWN PAYMENT INSTALLMENT INTEREST LENDER PAYMENT REPAY	F-1 with V, B-1	Text Living In A Consumer's World, Finkelstein Programmed Math Book 10 Math Personal, Sullivan Modern Mathematics Structure and Use, Duncan Everyday Business, Lawson Budget Practice and Skill Test, Special Service Supply Buying Guides About Your Home, Steck-Vaughn Co. Being An Informed Citizen, Steck-Vaughn Co. Kits Credit Union Money and Insuracne Game Reading Sales Slip Secrets, Media Materials Scope Activity Kits, Frauds and Hookes

SUB-COMPETENCY: G. THE PROCEDURES FOR BORROWING MONEY

LEARNING GOAL:

G-1 Students will have an understanding of process followed in applying for a loan.

BEHAVIORAL OUTCOMES:

*G-1.1 Student will be aware of the variety of lending institutions and differences in their interest charges. Evidence of this knowledge will be demonstrated by the student's contacting one example of each of the following and reporting (Communications Mode Optional) its interest charges on a loan of $1000: bank, credit union, finance company.

G-1.2 Student will be familiar with the language used on a loan application as evidenced by his/her responding correctly to the questions which appear on a loan application form.

*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students visit a bank, finance company, credit union to determine varying charges, forms, etc.	LOAN BORROW CREDIT UNION BANK	G-1 with V, B-3	Text The Bank Book, Frank Richards
2. Make bulletin board showing different kinds of loans one may obtain; interest rates at different lending institutions.	FINANCE COMPANY PAYMENT INTEREST		Kits Taking Out A Loan, Part I Taking Out A Loan, Part II, Grolier
3. Make a learning station on loan applications.			
4. Give students sample "case history" to fill out loan application.			Audiovisual NONE
5. Play concentration or word bingo with words from loan application.			Other NONE
6. Have students use telephone directory to find phone numbers of different lending institutions and have them call for information on interest charges.			

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
*A-1.1	The student can identify five coin denominations.			
*A-1.2	The student can identify seven currency denominations.			
*A-1.3	The student can make six different coin combinations totaling one dollar.			
*B-1.1	The student can cite change he/she would receive from a one dollar bill given a purchase less than a dollar.			
*B-1.2	The student can make change using the additive method.			
*C-1.1	The student can explain uses of time.			
*C-1.2	The student can explain two methods of measuring time.			
C-1.3	The student can name correct time on non digital watch.			
*C-2.1	The student can compute hours worked in one day.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
*A-1.1	The student can identify five coin denominations.			
*A-1.2	The student can identify seven currency denominations.			
*A-1.3	The student can make six different coin combinations totaling one dollar.			
*B-1.1	The student can cite change he/she would receive from a one dollar bill given a purchase less than a dollar.			
*B-1.2	The student can make change using the additive method.			
*C-1.1	The student can explain uses of time.			
*C-1.2	The student can explain two methods of measuring time.			
*C-1.3	The student can name correct time on non digital watch.			
*C-2.2	The student can compute hours worked in one day.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
*C-2.2	The student compute number of hours worked in one week.			
*C-2.3	The student can explain concept of gross pay.			
*C-2.5	The student will be able to identify types of deductions.			
C-2.6	The student can explain concept of net pay.			
C-2.7	The student can compute net pay.			
*C-3.1	The student can cite two instances when a worker would be paid overtime.			
C-3.2	The student can compute time and a half wages.			
C-3.3	The student can compute double time wages.			
*D-1.1	The student can name three important services of banking.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
*D-2.1	The student can identify two purposes of a savings account.			
*D-2.2	The student has opened a savings account.			
D-2.3	The student can name four rules, regulations, regarding a savings account.			
*D-2.4	The student can complete a deposit and withdrawal slip for a savings account.			
D-2.5	The student can read and understand a bank statement.			
*D-3.1	The student can name three reasons for having a checking account.			
D-3.2	The student can explain the difference between an individual and a joint account.			
*D-3.3	The student can fill out a check correctly.			
*D-3.4	The student can correctly fill out a deposit slip for a checking account.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
D-3.5	The student can record checks written on the check record sheet of his/her checkbook.			
D-3.6	The student can explain how a monthly bank statement corresponds to the account in his/her own bank book.			
D-3.7	The student can explain items listed on a bank statement.			
D-3.8	The student knows the implications of overdrawing an account, forgina check and losing a checkbook.			
D-3.9	The student can explain three ways of endorsing a check: 1) for cash, 2) for deposit, 3) to another person.			
D-3.10	The student has opened a checking account.			
*D-4.1	The student knows the use of money orders and where they can be obtained.			
D-4.2	The student can explain uses of certified checks, travelers checks and safe deopsit boxes.			
E-1.1	The student can cite two reasons for creating a budget.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
E-2.1	The student can list the essential parts of a budget.			
E-2.2	The student can create a budget to meet his/her projected needs for a year after graduation.			
F-1.1	The student can cite examples of when credit is extended by a retailer.			
F-1.2	The student can explain why a retailer would extend credit to a customer.			
*F-1.3	The student can explain his/her obligation to repay a debt on time and the consequences if he/she does not.			
*F-1.4	The student can cite three instances when credit buying would be appropriate.			
F-1.5	The student knows that when he/she applies for credit, a credit check is conducted.			
F-1.6	The student can rank various credit extending agencies from least to most expensive.			
F-1.7	The student knows the difference between paying flat interest per year and interest computed monthly.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
*F-1. 8	The student can cite two advantages and two disadvantages of using credit.			
F-1. 9	The student can respond correctly to the terms on a credit application.			
F-1. 10	The student can cite major provisions of the Truth in Lending Law.			
*G-1. 1	The student can cite the differences in interest rates charged by banks, credit unions and finance companies.			
G-1. 2	The student can respond correctly to questions on loan applications.			
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* Minimal Behavioral Outcome Skills

Student Teacher, Parent Profile Chart

COMPETENCY

Student, Teacher, Parent Derived Behavorial Outcomes	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery

VOCATIONAL DEVELOPMENT/EVERYDAY SKILLS PROGRAM

COMPETENCY #II MOBILITY

Prince George's County Public Schools
Upper Marlboro, Maryland 20870
Edward Feeney, Superintendent of Schools
1977

Joint Project of
Special Education Department and
Career Education Department

COMPETENCY II

Mobility

One of the major features of a modern society is the mobility of its citizens. The ability to utilize the frequently dispersed services and resources available within the metropolitan area necessitates that an individual has mobility skills, i.e., the ability to travel about using private and/or public means of transportation. Consider the part played by mobility as one engages in:

shopping -- for food, clothing, and health services
socializing -- at churches, movies, sports, theatrical and musical events
physical activities -- such as swimming, bowling, hiking, biking, etc.
vocational activities -- seeking work, further training, and traveling to and from work

Lack of mobility almost ensures dependence to some degree. Mobility fosters independence, enhances use of existing opportunities, and contributes to the social, emotional, physical, and vocational development of the individual.

Mobility is identified as a separate area of competency in this curriculum. The skills and understandings required for mobility are not automatically absorbed from experiences in the environment. Neither have these skills and understandings necessarily been identified and specifically taught in prior curricula for handicapped students in vocational programs. This curriculum provides a vehicle for structuring and implementing acquisition of the skills and understandings which comprise the competency, Mobility.

The competency, Mobility, has been divided into seven related sub-competencies which are:

A. Ability to identify and compare various modes of transportation and the unique characteristics of each.
B. Ability to locate sources, obtain, follow and give directions.
C. Ability to use maps.
D. Ability to use public and private transportation.
E. Ability to plan a trip.
F. Ability to explore travel agencies and related services.

G. Ability to recognize various hindrances to mobility.

Each sub-competency is introduced by a brief rationale statement and description of content. The sub-competencies encompass varying numbers of learning goals and the behavioral outcomes of each goal are identified. Fifty-five behavioral outcomes are identified, of which twenty-three are asterisked, indicating minimal essential skills. Mastery of skills and understandings stated in the behavioral outcomes is to be achieved by implementation of the activities which were developed for each, with use of the related materials and resources. Successful mastery is identified in the criteria statement of each behavioral outcome. The time frame for completion of the Mobility competency activities is expected to be one year.

Successful acquisition of skills and understandings of the Mobility competency will help the students to join in the mainstream of modern metropolitan life. Successful acquisition will help them to share in the responsibilities and the richness of our modern society.

SUB-COMPETENCY A: ABILITY TO IDENTIFY AND COMPARE VARIOUS MODES OF TRANSPORTATION AND THE UNIQUE CHARACTERISTICS OF EACH

There is a need for students to become aware of the various modes of transportation available in the metropolitan area. We live in an area dependent on mobility for the growth of our intellectual, social, emotional, and physical development. Going from one place to another in order to go to work, see a movie , visit a friend, go sightseeing, and go shopping, etc. can be an arduous task for people who have limited knowledge of our transportation system. With respect to this need, we have designed this sub-competency so that students will learn about the various modes of transportation used in the metropolitan area. The characteristics of time, cost, availability to the student, safety rules, and the prerequisites for use will be examined in relation to each of the seven modes identified.

SUB -COMPETENCY: A. ABILITY TO IDENTIFY AND COMPARE VARIOUS MODES OF TRANSPORTATION AND THE UNIQUE CHARACTERISTICS OF EACH

LEARNING GOAL:

A-1 Student will be able to name the various modes of transportation, local and distant.

BEHAVIORAL OUTCOMES:

*A-1.1 The student will be aware of the various modes of transportation evidenced by the student naming (Communications Mode Optional) at least seven different modes of transportation available in the metropolitan area, vis., walking, bicycle, automobile, taxi, bus, train and airplane.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Construct a bulletin board display of the seven modes of transportation. 2. Make a scrapbook of the seven different modes. Leave space for additional information on the modes. 3. Invite speaker from Department of Transportation. *Activities can be made appropriate for auditory learners by use of tape recorder to transpose presentation of activities cited.	CAR WALKING TAXI TRAIN AIRPLANE BUS BICYCLE METROPOLITAN AREA SUBWAY PEDESTRIAN AUTOMOBILE VEHICLE		Text Travel Magazine Kits NONE Audio-Visual "Autos, Autos, Everywhere" jsa 2371 "Development of Transportion" 2/e ijs 419 "Plane Talk" ijs 3732 Other Contact area bus lines for bus rates/schedules, pamphlets. Contact area travel agencies for free brochures.

SUB-COMPETENCY: A. ABILITY TO IDENTIFY AND COMPARE VARIOUS MODES OF TRANSPORTATION AND THE UNIQUE CHARACTERISTICS OF EACH

LEARNING GOAL:

A-2 Student will be able to identify the characteristics of the modes of transportation.

BEHAVIORAL OUTCOMES:

A-2.1 Student will be able to identify the unique characteristics of the various modes of transportation. Evidence of this ability will be determined by the students naming (Communications Mode Optional) the six general characteristics, (vis., private or public, prerequisite for use, safety rules, cost, time required and availability to student) and how they apply to each of the seven modes.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Direct class discussion of the different characteristics of the modes of transportation. 2. Have students clip pictures and articles from newspapers and magazines which pertain to the characteristics of different modes of transportation. (Add to scrapbook or display with a caption under each.)	PUBLIC PRIVATE SAFETY RULES AVAILABILITY COST TRAVEL TIME PREREQUISITE SCHEDULE ROUTE FARE		Text *Everyday Reading and Writing*, by New Readers' Press, pp. 187-200 Kits NONE Audio-Visual NONE Other NONE

SUB -COMPETENCY: A. ABILITY TO IDENTIFY AND COMPARE VARIOUS MODES OF TRANSPORTATION AND THE UNIQUE CHARACTERISTICS OF EACH

LEARNING GOAL:

A-3 Student will be able to compare the characteristics of the various modes of transportation.

BEHAVIORAL OUTCOMES:

A-3.1 Student will be able to examine separately the characteristics, "time and cost," of each mode of transportation. This will be evidenced by ranking the seven modes in terms of "cost" and "time."

A-3.2 Students will be able to categorize separately each mode of transportation regarding the characteristics: "public-private;" "availability to student." This will be evidenced by a student responding (Communications Mode Optional) "yes" or "no" to each question: "Is this private?", "Is this mode available to you?"

A-3.3 Student will be able to explain characteristic, "prerequisites for use," of each mode of transportation. This will be evidenced by a student listing (Communications Mode Optional) at least three essential prerequisites for each mode (e.g., age, licenses, training, money).

*A-3.4 Student will be able to identify the characteristic "safety rules," for each mode of transportation. This will be evidenced by the student naming (Communications Mode Optional) at least three important safety rules pertaining to each mode of transportation.

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students construct individual poster or charts showing the characteristic and modes of transportation. Arrange these from the least to the most expensive and from the least to the most time consumed. (e.g., What mode of transportation cost the most?)	TRAVEL TIME DESTINATION FARE		Text Pamphlets: Metrobus Schedule How to Ride the Bus How to Use Metro Metro Service for Union Station Visitor Center From Here to There
2. Have student use a predetermined destination (e.g., Washington-New York). Find out the fare and travel time for the trip by telephoning a bus company, train company, airline company, AAA (time, compute cost at 12¢ per mile x distance). Optional: Student may also compare cost of different companies. (e.g., local bus lines).			Kits NONE
3. Design a very simple bus route with the students using the Metrobus schedule as a model to be modified and color coded.			Audio-Visual NONE Other Free pamphlets listed above from: Washington Metropolitan Area Transit Authority 600 5th St., N.W. Washington, D.C.

<table>
<tr><th>Activities (Keyed to Behavioral Outcomes)</th><th>Functional Vocabulary</th><th>Competency - Cross Referenced</th><th>Suggested Materials</th></tr>
<tr>
<td>4. Have students make (or are given) an outline of a chart showing the seven modes and the three characteristics--public, private, available. E.g.,
<table>
<tr><th></th><th>Public</th><th>Private</th><th>Available</th></tr>
<tr><td>Car</td><td></td><td></td><td></td></tr>
<tr><td>Bicycle (etc.)</td><td></td><td></td><td></td></tr>
</table>
Students fill in the blocks with "yes" or "no" responses to the questions: "Is this public?"; "Is this private?"; "Is this available to you?"</td>
<td>PUBLIC
PRIVATE
AVAILABLE
AUTOMOBILE
TRAIN
PLANE
BICYCLE
WALKING
TAXI
BUS
SCHEDULE
ROUTE
COST</td>
<td></td>
<td>Text
"Looking for a Job" by Follett
Pamphlets listed A-1
Map Skills Series 1, 2, 3 by Scholastic
Kits
Motorcross Racing by Educational Activities
Safe Motorcycle Riding by Educational Activities
Audio-Visual
NONE
Other
Contact AAA for auto safety and information.
Contact British Petroleum Co. for "Car Care Catalog</td>
</tr>
</table>

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
5. Direct classroom discussion of the prerequisites of use for each mode. (See Behavioral Outcome) 6. List this sentence on the chalkboard. "Before you can use a car, you must be 16 years old." Students will take turns orally to fill in the blanks.	PREREQUISITE AGE LICENSE MONEY TRAINING SKILL EXACT FARE OPERATOR DESTINATION		**Text** "Let's Drive Right" MVA "Drivers' Handbook" New Readers' Press, "Everyday Reading and Writing," pp. 244-56 **Kits** Working with Cars by Avid Corp. **Audio-Visual** NONE **Other** NONE

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
7. Assign students one of the modes of transportation and then draw a safety poster showing three important rules. Have students write three safety rules in sentences under these pictures. 8. Invite a public safety officer (or traffic police officer) to speak to the class on safety rules of walking, bicycle riding and riding a motorcycle. 9. Show films.	SAFETY RULE POLICE OFFICER OFFICER INTERSECTION TRAFFIC LIGHT SIGNAL		Text "Let's Drive Right" "Finding Ourselves" by Frank E. Richards Co. Kits NONE Audio-Visual From Prince George's County Public Schools: "Safety on the Street" 2490 (Intermediate) "Safety As We Play" 59 (Primary) "Safety on Our School Bus" "Your Car in Motion" js 1895 Other Transportation Posters by Ken Cook Publishing Company

SUB-COMPETENCY B: ABILITY TO LOCATE SOURCES, OBTAIN, FOLLOW AND GIVE DIRECTIONS.

An ever present need exists for people to be familiar with the area of "directions." We live in an area dependent on "directions" in order for us to use various means of transportation to go from one destination to another by walking, riding a bus-train-metro, or by airplane. In this sub-competency, students will identify and locate the people, places, and aids used for obtaining directions. Students will learn to get from one location to another and return by following oral or written directions. In addition, students will learn to give directions to others and be able to describe his/her location in an emergency situation.

SUB-COMPETENCY: B. ABILITY TO LOCATE SOURCES, OBTAIN, FOLLOW AND GIVE DIRECTIONS.

LEARNING GOAL:

B-1 Student will be able to identify and locate sources for obtaining directions.

BEHAVIORAL OUTCOMES:

B-1.1 The student will be able to identify the sources of information for obtaining directions. Evidenced by naming (Communications Mode Optional) three important people (peers, older people, police officer, postal worker, storekeepers, bus drivers, etc.), three places (bus, train, and airline companies, travel clubs, service stations, metro, etc.) and two aids (floor plans, maps, directories, tour books, etc.).

*B-1.2 The student will be able to locate the source for obtaining directions as evidenced by contacting at least one person, one place and one aid by telephone (or personally) regarding a teacher given direction.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students recall life situations of being lost, needing to find something in a store, or wanting to go some place unfamiliar. Follow-up: Develop and compile a list of the sources used or suggested by the students, categorizing by people, places and aids. 2. Make a collage of pictures cut from magazines or drawn, and label appropriately the categories, people, places, aids which are sources for directions. 3. Make up a grab bag of destinations within the school, community, and distant cities, and of sources (one on each card). Match destinations with logical sources of information. 4. Plan field trip so students may visit place or places where directions are available and ask for specific directions to a given destination.	SOURCE POLICE POSTAL DELIVERY STOREKEEPER PARENT BUS COMPANIES RAILROAD COMPANY AIRLINE COMPANY METRO TRAVEL CLUBS SERVICE STATIONS FLOOR PLANS DIRECTORIES MAPS TOUR BOOKS		Text Functional Reading Vol. I, Maryland State Department of Education Corcoran, "Finding Ourselves" by Frank E. Richards Co., Inc. Map Skills 1, 2, 3 by Scholastic Co. Kits NONE Audio-Visual NONE Other Building floor plan: See individual school plan

SUB -COMPETENCY: B. ABILITY TO LOCATE SOURCES, OBTAIN, FOLLOW AND GIVE DIRECTIONS

LEARNING GOAL:

B-2 Student will be able to follow directions (Communications Mode Optional) in forward and reverse order, to go from one destination to another.

BEHAVIORAL OUTCOMES:

*B-2.1 The student will be able to follow directions (oral or written) in forward and reverse order. This will be evidenced by traveling from one destination to two different destinations and returning, using teacher made directions.

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Make a grab bag of cards with one set of directions on each to a destination within the building. Student draws one and follows the directions and returns, naming the destination reached. Check with key for answer. 2. Conduct treasure hunt by using maps with directions and landmarks to reach a destination where some surprise or special information is located. 3. "Walk through" with a group of students using the grab bag cards to show that on returning, it is necessary to reverse the directions. Use questions which must be answered (Communications Mode Optional) such as, if you turn left when going to the office, you must turn ________ to return. 4. Give mystery destinations by using directions to nearby community sites which may be easily reached on foot. 5. Give a student specific directions to reach a destination on foot, by bus or metro. Arrange to have the student met. (School bus, parent, coordinator, etc.)	RIGHT LEFT NORTH SOUTH EAST WEST UPSTAIRS FIRST FLOOR, ETC. LOBBY LANDMARK	B-2.1 with VI, A-1.1	Text "Functional Reading" Vol. I, Maryland State Department of Education, pp. 138-39 Kits A Standardized Road Map Test of Direction Sense by John Money, Johns Hopkins Press You Can Get There from Here Media Materialz, Inc. Audio-Visual NONE Other Building floor plans

SUB -COMPETENCY:

LEARNING GOAL:

B-3 Student will be able to describe a selected location to identify where he/she is.

BEHAVIORAL OUTCOMES:

*B-3.1 Student will be able to describe a location to identify where he/she is by citing appropriate descriptors (i.e., landmarks, street or highway names, route numbers, building names, etc.). This is evidenced by dramatization in which the student describes the location sufficiently that another person can correctly identify the site.

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have student use a teacher made large scale map of a community with identifying features drawn in (hotel, church, schools, fire station, etc. and street names and highway signs, and unusual landmarks) to practice naming those descriptors from a given location. This could be made on oilcloth, etc. so that it may be placed on the floor to aid in orientation of direction. 2. Have student role play that he/she is lost, and that he/she must describe over the telephone where he/she is so that someone can come to get him/her. Use a corner visible from the window as a reference point, or use the above designed map, being sure that there are sufficient descriptors available.	BUILDING NAME STREET NAME STREET NUMBER OF HOUSE OR BUILDING CHURCH SCHOOL STORE BRIDGE STREET SIGNS HIGHWAY SIGNS UNUSUAL LANDMARKS	B-3.1 with VI, E-2.1	Text "Functional Reading," Vol. I, Maryland State Department of Education, pp. 41-43 Kits A Standardized Road Map Test of Direction Sense by John Money, John Hopkins Press Audio-Visual NONE Other Street map

SUB-COMPETENCY: B. ABILITY TO LOCATE SOURCES, OBTAIN, FOLLOW AND GIVE DIRECTIONS

LEARNING GOAL:

B-4 Student will be able to give directions to others.

BEHAVIORAL OUTCOMES:

*B-4.1 Student will be able to give directions to others evidenced by a student giving oral directions or drawing a map from one place to another within a building.

*B-4.2 Student will be able to give directions to others evidenced by a student giving oral directions or drawing a map from one place to another within a community.

*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Make grab bag of destinations within the building (one per card). Student may draw a map to the destination, trade maps with another student and see if the second student can follow his/her directions.		B-4.2 with VI, E-3.1	Text Map Skills Book, Scholastic Book Service
2. Use the grab bag destinations. Have student dictate directions on the portable tape recorder, then follow his/her own directions to see if he/she gave them correctly.			
3. Make a grab bag of destinations within the nearby community (one per card). Student may take a card and draw a map to show the directions to the destination.			Kits SRA Map Skills Kit
4. Use the grab bag of destinations. Have student dictate directions on the portable tape recorder, then follow the route described to see if he/she gave them correctly.			Audio-Visual NONE
5. Have student indicate to the teacher or school bus driver the correct route from school to a familiar place, such as work site or home. (Communications Mode Optional)			Other NONE

SUB-COMPETENCY C: ABILITY TO USE MAPS

In our mobile society, we need to know the location of places, be able to show a friend how to drive from one place to another, and know the distance between two places. A map is a picture that can accomplish all these things and more. It can tell us the shortest way to the beach, interesting places for weekend visits, unusual museums, and campsites, etc. In this sub-competency students identify, locate, and obtain the various kinds of maps from building floor plans and shopping center directories to state and interstate maps. Once maps are secured, students will learn to read them by learning about and using directional patterns; features and symbols; legends or keys, and scales. To help students locate cities and special places they will learn to use the grid pattern. Lastly, the area of map study will open new doors as students are able to plan a route.

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Construct bulletin board display of the different kinds of maps, e.g., building floor plans, road, street, and highway maps, etc. 2. Show a film or filmstrip about the different kinds of maps. 3. Have students list on a chart the different sources used to obtain a map. 4. Construct a learning center: Clip pictures from magazines, newspapers, etc. of different agencies. Write the source on the reverse side of the picture. Students look at the picture(s), name the source, and check their accuracy. 5. Prepare a reinforcement center: After discussion about maps and their sources, write a description of the different agencies on slips of paper and put the name of the agency on the reverse side. Students read the slip, guess the answer, and check their accuracy. 6. Take a field trip to a travel club, library, or government agency in order to locate the sources for obtaining maps.	FLOOR PLAN SHOPPING CENTER DIRECTORY MAPS: STREET HIGHWAY ROAD STATE INTERSTATE GOVERNMENT AGENCIES TRAVEL CLUBS OIL COMPANIES LIBRARIES BOOK STORES DRUG STORES TRAVEL AGENCY		Text "Finding Ourselves" by Frank E. Richards Co. "Map Skills Book 1, 2, 3," Scholastic Book Service "Functional Reading Vol. I," Maryland State Department of Education Kits NONE Audio-Visual 2484 Reading Maps (p) 1984 Maps of Our School (p) 3049 Maps and Landmarks (p-i) 1601 Maps - Where Am I? (p-i) Other

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
7. Write a letter or postcard to an agency to obtain a map.			Other A class set of maps of Maryland may be obtained at no cost by writing the Department of Motor Vehicles at Berwyn, Maryland.
8. Use the telphone to locate a map source and then telephone the agency at home requesting a map.			

SUB -COMPETENCY: C. ABILITY TO USE MAPS

LEARNING GOAL:

C-2 Student will be able to "read" a map.

BEHAVIORAL OUTCOMES:

*C-2.1 Student will be able to read directional patterns from a given point on a map. This is evidenced by a student showing (Communications Mode Optional) the North, East, South and West direction from a given point (Subjective Judgment of the Teacher).

C-2.2 Student will be able to read the halfway directional pattern from a given point on a map. This is evidenced by a student showing (Communications Mode Optional) the Northeast, Southeast, Southwest and Northwest direction from a given point (Subjective Judgement of the Teacher).

C-2.3 Student will be able to recognize the symbols on a map signifying the important human-made and natural features. This is evidenced by a student matching (Communications Mode Optional) at least three human-made features and three natural features with their appropriate symbol.

*C-2.4 Using a map, a student will be able to recognize that a legend is a place to list the features and symbols on a map. This is evidenced by pointing to the legend on a map then naming and defining what it is.

* Minimal Behavioral Outcome Skills

SUB -COMPETENCY:

LEARNING GOAL:

C-2 Student will be able to "read" a map.

BEHAVIORAL OUTCOMES:

C-2.5 Using a legend student will be able to recognize that the use of color signifies a special feature on a map. This is evidenced by a student matching (Communications Mode Optional) two or more colors with their appropriate feature on a map.

*C-2.6 Student will be able to show distances on a map. This is evidenced by estimating (Communications Mode Optional) the distance between two given points on a map using the map scale.

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Use a professional or teacher made map. Have students fill in the blank spaces indicating the N, E, S, W direction from a marked point. 2. Have students use their arms to show the N, E, S, W direction from a given point. 3. Use a professional or teacher made map. Have students indicate the NE, SE, SW, NW direction from a given point. 4. Ask students what direction a city is from a given point, e.g., "What direction must you go to get from Laurel to Bowie?" (Answer: SE) 5. Have teacher made ditto showing different map symbols and symbol words. Have students match words with symbols. 6. Have students make a map of their community, state, etc., and show the different human-made and natural features using symbols. 7. Show a film. 8. Display a map with the legend artistically emphasized. Label and describe the legend. Show film.	NORTH SOUTH EAST WEST DIRECTION NORTHEAST SOUTHEAST SOUTHWEST NORTHWEST MOUNTAIN RIVER LAKE VALLEY HIGHWAY RAILROAD AIRPORT ROADS BRIDGE SYMBOL KEY LEGEND FEATURES		Text "Occupational Educational Fact Finding Series" by Special Service Supply, pp. 19-24 See C-1 "Everyday Reading and Writing," pp. 189-200, New Readers' Press Nystrom and Co. "Map Symbols and Geographic Concepts" Kits SRA Map Skills Kit Nystrom and Co. "Maps Show the Earth" Audio-Visual 2868 Map Skills Recognizing Physical Features (i-j-s) 3049 Maps and Landmarks (p-i) 1985 Maps of Our Locality (p) 1963 Maps Are Fun (i-j) Other NONE

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
9. Make a map using colored crayons to signify special features on a map. Show the color and feature in the key. 10. Display a map using color to signify features. Have students answer questions involving color and features, e.g., "Does Colorado have any mountains?" 11. Have students measure the distance between two cities on a professional map or teacher made map, using the map scale. 12. Have students draw a line on a paper any given size. Using 1 inch equals 10 miles, they calculate the distance using a ruler or a one inch slip of paper. 13. Show a film.	MOUNTAIN RIVER VALLEY SCALE DISTANCE INCHES FEET MILES		**Text** "Finding Ourselves" by Frank E. Richards Co. Map Skills 1, 2, 3 by Scholastic Book Service **Kits** NONE **Audio-Visual** 1578 Maps: An Introduction (p) **Other** NONE

SUB-COMPETENCY: C. ABILITY TO USE MAPS

LEARNING GOAL:

C-3 Student will be able to use maps in order to locate a designated place.

BEHAVIORAL OUTCOMES:

*C-3.1 Student will be able to use an index on a road map. This is evidenced by locating in an index the name of a city and its corresponding coordinates.

*C-3.2 Student will be able to use the grid system on a map. This is evidenced by locating (Communications Mode Optional) at least one city and one special place on a map, using the down and across pattern of a grid.

C-3.3 Student will be able to use a shopping center directory to locate a place. This is evidenced by locating (Communications Mode Optional) the name of a place in an index and its corresponding number and then locating the place on a shopping center map.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Construct a learning station: Make a simplified index. Prepare a list, using names of some of the cities from the index with blank spaces following. Have students match names of cities and fill in the coordinates from the index onto the list. 2. Use a state road map. Have students match names of cities listed on the blackboard with cities in the index. Write the coordinates on the board beside the name of the cities. 3. Use a state road map. Have students copy the names of the state parks listed in the index and the corresponding coordinates. 4. Use orally directed activity by stating, "I will say the names of 10 cities and write them on the board. You will please find the names in the index and tell me the letters and numbers which follow the names of the cities." 5. Have students draw a simple grid onto a teacher made map with several features indicated. Label the grid and develop an index.	INDEX ROUTE ALPHABETICAL COORDINATES FEATURE GRID		Text "Map Skills Book," Scholastic Book Service, Book 1-3 "Functional Reading, Vol. I," Maryland State Department of Education See C-2 Kits NONE Audio-Visual NONE Other NONE

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
6. Have students place several major cities or symbols into the squares of a labeled grid, according to an index provided.			Text
7. Have student trace (using two hands) the down and across pattern of the grid on the appropriate coordinates to locate a place on a large map. If necessary, grid lines may be drawn completely.			
8. Have students supply the name of the place (Communications Mode Optional) when asked "What city or feature do you see in square D-4?," etc.			Kits
9. Prepare a floor plan and index of a hypothetical shopping center. Have student write in the names of several familiar stores in the appropriate blocks, according to the index.			Audio-Visual
10. Have student complete information on a listing of selected stores found in a shopping center. Copy the location numbers from the directory onto the list.			Other

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
11. Plan field trip. Have the students walk from one large familiar store to another. Trace the route taken on the floor plan directory. Have students observe the index, and compare the location numbers with that drawn on the plot.			Text Kits Audio-Visual Other

SUB -COMPETENCY: C. ABILITY TO USE A MAP

LEARNING GOAL:

C-4 Student will be able to plan a route from one destination to another.

BEHAVIORAL OUTCOMES:

*C-4.1 Student will be able to use a street or road map to plan a route from one destination to another. This is evidenced by drawing a route on a street or road map from one point to another, using the existing roads and highways.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have student trace a route from one room to another, using the hallways on a building floor plan. 2. Have student observe a bus route map. Identify the stops. Have students trace the bus routes between these two points. 3. Have students use a road map of the Metropolitan area (D. C.) to locate Alexandria and Greenbelt. Have students discuss the best way to plan the route--the most direct or the most convenient.	DIRECT CONVENIENT BELTWAY HIGHWAY		**Text** See C-1, 2, 3 **Kits** NONE **Audio-Visual** NONE **Other** Maps: Contact service stations or travel agencies

SUB-COMPETENCY D: ABILITY TO USE PUBLIC AND PRIVATE TRANSPORTATION

Once the various modes of transportation have been identified and compared, students will need additional information in order to use public and private transportation. As we travel from one place to another, we need to be aware of public laws, safety rules, and the various highway signs and travel symbols used to protect and provide comfort for the traveler. In this sub-competency we identify and explain these travel indicators. Our theme for traveling is one of "prevention rather than cure," and so we hope to make students aware of the necessity of maintenance and repair of private vehicles and the sources to obtain these services. However, we realize that emergency situations may occur even if safety precautions are taken, and so, we delve into the different agencies to contact and the basic first aid procedures to follow for situations requiring immediate action to save a life. Lastly, students will explore the kinds of information they need to know in using public transportation. This will include arrival and departure times and locations, how to read a schedule, and how to pay for travel expenses.

SUB -COMPETENCY: D. ABILITY TO USE PUBLIC AND PRIVATE TRANSPORTATION

LEARNING GOAL:

D-1 Student will know safety rules and public laws regarding private transportation.

BEHAVIORAL OUTCOMES:

*D-1.1 Student will be aware of safety rules, evidenced by stating (Communications Mode Optional) three rules for each private mode of transportation (walking, bicycle, motorcycle, and automobile). See A-3.4

D-1.2 Student will be aware that there are public laws which regulate the manner in which one may travel by private means, evidenced by stating (Communications Mode Optional) at least three laws for each mode, e.g.,

a. walking: jay walking, crossing with traffic lights
b. motorcycle: age, license, signaling, speed limits, traffic signals
c. bicycle: age, license, signaling, speed limits, traffic signals
d. automobile: age, license, signaling, speed limits, traffic signals.

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students draw poster(s) regarding safety rule(s) for each private mode of transportation. Write a rule or slogan under each poster. 2. Have students make a chart or list for each mode of transportation giving some of the public laws for each mode. 3. Invite a driver education teacher to class to discuss safety laws regarding different modes of transportation. 4. Invite a speaker to discuss the effects of alcohol and drugs on one's ability to operate motorized vehicles. 5. Show a film or films illustrating safety rules. 6. Compile a class list of precautions and rules under each private mode. 7. Make an exhibit of posters illustrating safety first traffic rules.	SIGNALING SPEED LIMITS OPERATOR REGISTRATION ALCOHOL DRUGS	II, A-3.4	Text Kelley, "Building Safe Driving Skills," Fearon Publishers Maryland Department of Transportation, "A Bicycling Safety Handbook" Frank E. Richards Publishing Co. Corcoran, "Know the Signs--Be A Better Driver" Wool, "Getting Ready to Drive" New Reader's Press "Studying for a Driver's License" Kits State Police have drug kits and access to films and information on drugs and laws Drugs: Resource Material for Teachers, Division of Instruction, Maryland State Department of Education Audio-Visual Film: Hassels and Hangups (Available for loan, Audiovisual Center) Freeway Driving Is Different, J-S2209 Freeway Phobia, s-a 1690 Lights (Night Driving), j-s 1084

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
			Other Person from Health Education may show film, slides and discuss drug abuses, if invited. Kelley, Building Safe Driving Skills Chapter Tests (Duplicator Masters), Fearon Publishers

SUB-COMPETENCY: D. ABILITY TO USE PUBLIC AND PRIVATE TRANSPORTATION

LEARNING GOAL:

D-2 Student will know basic first aid procedures in emergency situations.

BEHAVIORAL OUTCOMES:

*D-2.1 Student will understand the meaning of "emergency situations," evidenced by correctly defining (Communications Mode Optional) the term (Subjective Judgement of the Teacher) "emergency situations."

D-2.2 Student will be able to identify emergency situations pertaining to travel, evidenced by naming (Communications Mode Optional) at least five emergency situations, e.g., accidents, fire, shock, robbery, attack, auto out of commission, drowning.

*D-2.3 Student will be aware of safety precautions to prevent emergency situations from occurring, evidenced by naming (Communications Mode Optional) at least three personal safety precautions.

*D-2.4 Student will be aware of the sources of help in emergency situations, evidenced by naming (Communications Mode Optional) at least three agencies (e.g., police, rescue squad, hospital, Red Cross, travelers aid, auto clubs) and two aids (beltway call box, telephone, fire alarm box) which one might contact in an emergency situation.

D-2.5 Student will be aware of general directions for giving first aid, evidenced by citing three basic first aid directions.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Conduct class discussion. Compose (Communications Mode Optional) a sentence strip stating the definition of emergency situation. 2. Have students discuss the types of emergency situations and make a list in chart form. 3. Clip photographs and articles from the newspaper of emergency situations. Make a collage out of pictures. 4. Show filmstrip or movie on safety. Follow up with a class discussion in which safety precautions are listed. 5. Have students survey parents and friends about the sources of help in emergency situations (agencies and aides). 6. Have students make a poster showing each of several aids (inside of beltway call box, telephone, fire alarm box, fire extinguisher) and write directions for use. 7. Invite a person from the Red Cross or the school nurse to your class to present general directions for giving first aid.	EMERGENCY SITUATION ACCIDENTS FIRE SHOCK ROBBERY ATTACK DROWNING BROKEN BONES ROAD EMERGENCY SAFETY PRECAUTION PREVENTIVE SELF-PROTECTION IMMEIDATE EMERGENCY POLICE RESCUE SQUAD HOSPITAL RED CROSS TRAVELER'S AID AUTO CLUB CALL BOX TELEPHONE FIRE ALARM BOX	D-2.5 with III, D-2	**Text** "Everyday Reading and Writing," pp. 229-243, pp. 5-20, New Readers' Press "First Aid Manual" and "Basic First Aid Manual," Books 1-4, American National Red Cross "Functional Reading" Vol. 1, Maryland State Department of Education **Kits** Safe Motorcycle Riding by Educational Activities **Audio-Visual** Film: Watchword: Caution 3912 (Reserve list) I'm No Fool As A Pedestrain, pij 274 I'm No Fool With A Bicycle, pij 291 Telephone For Help, p. 2883 First Aid on the Spot jsa 2201 **Other** AAA tour books and other materials have safety oriented materials. Request service from Red Cross Center to demonstrate first aid. Call fire department for demonstration of first aid.

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
8. Make a poster illustrating six basic first aid directions.	FIRST AID BREATHING BLEEDING SHOCK POISONING		**Text**
9. Show a film on basic first aid.			
10. Arrange to have basic first aid taught to class.			
			Kits
			Audio-Visual
			Other Contact Poison Control Center

SUB-COMPETENCY: D. ABILITY TO USE PUBLIC AND PRIVATE TRANSPORTATION

LEARNING GOAL:

D-3 Student will be able to identify highway signs and travel symbols.

BEHAVIORAL OUTCOMES:

*D-3.1 Student will be able to identify highway signs as evidenced by correctly matching at least eight highway signs to the appropriate meaning.

*D-3.2 Student will be able to identify travel symbols (e.g., rest room, telephone, gas station, accommodations, etc.) evidenced by correctly matching at least five symbols with the appropriate meaning.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Prepare teacher made ditto, showing the different highway signs and a list of the appropriate meanings. Have students match the sign with its appropriate meaning or fill in the sign with its meaning. 2. Play games: Match a concentration game. Match the symbol card with the appropriate meaning card. 3. Prepare teacher-made ditto, showing the different travel symbols, e.g., rest room, telephone, etc. and their appropriate meanings. Have students fill in the sign with the appropriate meaning. 4. Play game: What Do I Mean? Hold up sign and have students say or write its meaning.	WOMEN MEN REST ROOM TELEPHONE GAS STATION ACCOMODATIONS LODGING TOURIST	D-3.1 with VI, C-1.16 D-3.2 with VI, E-2.1	Text Maryland Department of MVA, "Drivers Handbook" New Readers' Press, "Everyday Reading and Writing," pp. 5-20 Kits NONE Audio-Visual NONE Other DLM Functional Signs Getting Ready to Drive by Frank E. Richards Company, Inc. AAA tour books

SUB -COMPETENCY: D. ABILITY TO USE PUBLIC AND PRIVATE TRANSPORTATION

LEARNING GOAL:

D-4 Student will be aware of the necessity and sources of maintenance and repair of private vehicles.

BEHAVIORAL OUTCOMES:

*D-4. 1 Student will be aware of the necessity of maintenance and repair of private vehicles, as evidenced by stating at least three outcomes of failure to maintain vehicles (wear out, breakdown, cause accidents).

*D-4. 2 Student will be able to identify sources of maintenance and repair of private vehicles, as evidenced by naming at least two sources for bicycles, motorcycles, and automobiles.

*D-4. 3 Student has the ability and skill to change a flat tire as evidenced by his/her removing and replacing tire on county's tire changing learning package.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students play charades. Act out different outcomes of failure to maintain vehicles. Have students choose teams and take turns to guess the outcomes acted out by a member of the other team. 2. Show a filmstrip or movie about the maintenance and repair of vehicles. 3. Conduct classroom discussion about the sources of maintenance and repair of private vehicles. 4. Invite a gas station attendant or mechanic to class to tell "How to maintain a car."	ACCIDENTS BREAKDOWN WEAR OUT MAINTENANCE BIKE SHOP DEALERSHIP GAS STATION CAR MANUAL		Text B. P. Car Care Manual Kits Tire Changing Learning Package (Doyle) Audio-Visual NONE Other Automobile Manuals from dealers Bicycle Manuals from dealers Motorcycle Manuals from dealers

SUB-COMPETENCY: D. ABILITY TO USE PUBLIC AND PRIVATE TRANSPORTATION

LEARNING GOAL:

D-5 Student will be able to identify and use sources for obtaining information regarding public transportation.

BEHAVIORAL OUTCOMES:

*D-5.1 Student will be aware of the kinds of information available for use of public transportation, evidenced by citing (Communications Mode Optional) at least four kinds of information important in traveling from one destination to another (e.g., arrival and departure stations, routes, fares, trip duration, schedule time).

*D-5.2 Student will be aware of sources of public travel information, evidenced by naming two major sources and give an example of each (e.g., transportation companies, travel agencies). (Subjective Judgment of the Teacher).

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Discuss the different kinds and sources of travel information needed to travel. Plan and take a field trip (metro, union station) in order to use the travel information.	ARRIVAL DEPARTURE ROUTE FARES SCHEDULE TRAVEL AGENCIES TRANSPORTATION COMPANIES		**Text** "Yellow Pages" by International Design Yellow Pages for Area from Telephone Book See II, A-3--Metro Pamphlets
2. Have student use telephone directory to locate the names and telephone numbers of travel agencies and bus, train and airline companies.			
3. Have student make a poster illustrating the transportation mode and listing several specific company names with telephone numbers. (These can also be cut from the travel section of the newspaper and done as a collage.			**Kits** NONE
			Audio-Visual NONE
			Other NONE

SUB-COMPETENCY: D. ABILITY TO USE PUBLIC AND PRIVATE TRANSPORTATION

LEARNING GOAL:

D-6 Student will be able to read a travel schedule.

BEHAVIORAL OUTCOMES:

D-6.1 Student will be aware of different types of travel schedules, as evidenced by naming at least two different kinds of schedules.

D-6.2 Student will be able to identify the different features in the format of a schedule, evidenced by naming four features used on the schedule (e.g., arrival and depature times, a.m. or p.m., stops, east-west bound, route. Days schedule is applicable., etc.).

D-6.3 Student will be able to "read" a bus schedule as evidenced by his/her correctly identifying time of departure and time arrival, given two locations on a bus route by the teacher.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Make a bulletin board display of the different types of travel schedules. 2. Unscramble the words. Conduct a discussion of the different features in the format of a schedule. List the words in scrambled order (e.g., airvral) and have the students unscramble them. (Answer: arrival) 3. Construct a learning station. Display a schedule. Ask specific questions about the arrival, departure time, stops, etc. 4. Have student check his/her answers by using a key.	ARRIVAL DEPARTURE A.M. P.M. STOPS EAST-WEST BOUND NORTH-SOUTH BOUND DAY OF THE WEEK MONTH OF THE YEAR INBOUND OUTBOUND	D-6.2 with VI, C-1.8 A-3 (Internal)	**Text** "Occupational Education Fact Finding" by Special Services Supply, p. 18 Free Metro pamphlets: Metrobus Schedule, How to Ride the Bus, How to Use Metro **Kits** NONE **Audio-Visual** Skills for Everyday Living--"You Can Get Them From Here" Media Materials, Inc. **Other** Pamphlets from Metropolitan Area Transit Authority

SUB -COMPETENCY: D. ABILITY TO USE PUBLIC AND PRIVATE TRANSPORTATION

LEARNING GOAL:

D-7 Student will be able to explore personal finance areas of transportation.

BEHAVIORAL OUTCOMES:

*D-7.1 Student will be able to determine that he/she has the correct amount of money to pay a predetermined travel fare (Subjective Judgment of the Teacher) under $1.00, evidenced by correctly counting a stated amount under $1.00.

D-7.2 Student will be aware of the sources for predetermining the approximate fare required for a given trip, evidenced by naming at least one source for bus, metro, train, taxi and airline fare.

D-7.3 Student will be aware of the appropriate procedures for paying fares for the five modes of public transportation in the metropolitan area, evidenced by stating where, when, and what method of payment would be acceptable for each of the five modes (bus, taxi, metro, train, plane).

D-7.4 Student will be aware that credit card may be used to pay for some travel expenses, evidenced by naming three travel expenses for which credit may be used (gasoline, auto parts and repairs, air travel, accommodations).

* Minimal Behavioral Outcome Skills

<table>
<tr><th>Activities (Keyed to Behavioral Outcomes)</th><th>Functional Vocabulary</th><th>Competency - Cross Referenced</th><th>Suggested Materials</th></tr>
<tr>
<td>
1. Have students count out a specific fare using real money, teacher made money, or by drawing the coins on paper.

2. Construct a Learning Station. Place in envelopes various amounts of change (under $1.00) labeled A, B, C, etc. Have student count amount in each envelope, write the amount and check his/her replies with an answer key.

3. Have students use the telephone or contact in person a bus, taxi, train and airline company and specifically ask information on the fare from one destination to another.

4. Have student make a poster showing a destination and comparing fares by bus, train and air to the same destination. (Exclude taxi).

5. Have students make and fill in a ch chart entitled "Paying Fares."
E.g.:
<table>
<tr><th></th><th>Where</th><th>When</th><th>How</th></tr>
<tr><td>Bus</td><td></td><td></td><td></td></tr>
<tr><td>Airplane</td><td></td><td></td><td></td></tr>
</table>
</td>
<td>NICKLE
DIME
PENNY
DOLLAR
BUS
TAXI
METRO
TRAIN
PLANE
GASOLINE
AUTO REPAIRS
AIR TRAVEL
HOTEL
MOTEL</td>
<td>D-7.1 with I, A-1.3
D-7.4 with V, B-1.3
D-5.2 (Internal)</td>
<td>Text
Pacemaker Practical Arithmetic Series, Kahn and Hanna, "Using Dollars and Cents" and "Money Makes Sense"

Kits
Imperial Education Resources, "Coins, Bills and Change"
Media Materials, Inc., "Counting Money" and "Making Change"
Grolier, "Modern Consumer Education Series"

Audio-Visual
Imperial Education Resources, "Coins, Bills and Change" (Audio-reader needed)

Other
NONE</td>
</tr>
</table>

SUB-COMPETENCY E: ABILITY TO PLAN A TRIP

At one time or another, necessity demands that we travel from one place to another. Such necessities may arise because of vacations, change in job location, visiting a friend in another state who needs our assistance, etc. In addition to necessity, age and maturity also tend to increase the amount of travel in which an individual may engage. The purpose of this unit is to sharpen the skills needed in planning a trip. In this sub-competency, students will learn how to plan a trip in order to accomplish these goals and expand our horizons. Students will explore the "areas of consideration" in planning a trip: route, means of transportation, weather, clothing, cost, and accommodations. In addition they will become aware of the various sources of information, such as tour books, camping directories, and motel directories which will aid them in obtaining travel information for a trip.

SUB-COMPETENCY: E. ABILITY TO PLAN A TRIP

LEARNING GOAL:

E-1 *Student will be able to identify* "important areas of consideration" in planning a trip.

BEHAVIORAL OUTCOMES:

E-1.1 Given a hypothetical destination for a trip, student will be able to identify the "areas of consideration," (schedules, route, means of transportation, weather, clothing, cost, accommodations), evidenced by naming (Communications Mode Optional) the seven areas in planning a trip.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Conduct classroom discussions about the "areas of consideration" in planning a trip. 2. Show filmstrip or movies. Check your local travel agencies. 3. Construct a bulletin board display of the "areas of consideration." 4. Make a collage using magazine or newspaper cutouts to illustrate each "area of consideration." 5. Draw a poster concerning the different areas. Write a caption for each drawing.	SCHEDULE ROUTE WEATHER CLOTHING COST ACCOMMODATIONS	E-1.1 with IX B-5.1	**Text** NONE **Kits** NONE **Audio-Visual** NONE **Other** Teacher Resource: AAA Tour Books

SUB-COMPETENCY: E. ABILITY TO PLAN A TRIP

LEARNING GOAL:

E-2 Student will be able to use "areas of consideration" in order to make wise consumer decisions regarding travel.

BEHAVIORAL OUTCOMES:

E-2.1 Given a hypothetical destination for a trip, students will be able to use the "areas of consideration" to plan a trip, evidenced by a student using the seven areas to construct (Communications Mode Optional) at least one trip plan, with regards to consumer travel factors: personal need, cost, time required, availability, safety, etc.

* Minimal Behavioral Outcome Skills

ctivities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have one destination for a trip assigned to the entire class. Have each student plan his/her own trip using the "7 areas of consideration." Have class presentation follow.	SCHEDULE ROUTE WEATHER CLOTHING COST CONSUMER ACCOMMODATIONS RESERVATIONS		**Text** NONE
2. Make a trip plan in booklet form for a student chosen destination. Have student include all of the 7 "areas of consideration" (route, means of transportation, etc.).			
3. Have a grab bag. Tell student (oral or written) about a trip plan or travel decision for a trip, e.g., John Smith went to Anchorage, Alaska, by way of car. It took two of his three-week vacation in July. The trip cost $300. Did he make a good consumer travel decision in going by car? (Student tells the answer and reason.)			**Kits** NONE **Audio-Visual** NONE **Other** Resource: Transportation Company Schedules on routes and fares Maps Travel Agency brochures

SUB -COMPETENCY: E. ABILITY TO PLAN A TRIP

LEARNING GOAL:

E-3 Student will be aware of publications as a source of information in planning a trip.

BEHAVIORAL OUTCOMES:

E-3.1 Student will be able to identify that publications are a source of information in planning a trip, evidenced by obtaining at least 1 source (e.g., tour book, motel directory, camping guide) to obtain travel information and reporting (Subjective Judgment of the Teacher) what information is included.

* Minimal Behavioral Outcome Skills

ctivities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Get up a classroom display of the different publications which might be used in planning a trip. 2. Conduct classroom discussion about the different sources for obtaining travel information. 3. Invite a person to tell about his/her camping experience and tell about what sources he/she used to plan his/her trip.	PUBLICATIONS CAMPING GUIDES MOTEL DIRECTORIES TOUR BOOKS	E-3.1 with VI, C-1.14	**Text** NONE **Kits** NONE **Audio-Visual** NONE **Other** Resources: Travel Guides to specific countries; Travel sections of newspaper Rand McNally Camping Guide; AAA Tour Books Motel; Directories: Quality, Western

SUB-COMPETENCY F: ABILITY TO EXPLORE TRAVEL AGENCIES AND RELATED SERVICES

Many people in our society prefer to leave the task of planning a trip to another person. The many tasks involved in daily living do not allow enough time for some people to be able to plan their own trips. There has grown a need for this service and other related services over the years which has resulted in the establishment of various types of travel agencies. In this sub-competency students explore these various types of travel agencies, e.g., auto clubs, bus-airplane-railroad companies. They will become aware of the sources used to locate the various agencies and will learn about the vast number of services they provide.

SUB-COMPETENCY: F. ABILITY TO EXPLORE TRAVEL AGENCIES AND RELATED SERVICES

LEARNING GOAL:

F-1 Student will be able to identify and locate various travel agencies and obtain their services.

BEHAVIORAL OUTCOMES:

F-1.1 Student will be able to identify various types of travel agencies, evidenced by naming (Communications Mode Optional) two or more types of travel agencies (e.g., auto clubs, bus, airplane and railroad companies, private agencies).

F-1.2 Student will be aware of the sources to locate travel agencies, evidenced by citing (Communications Mode Optional) at least two sources used to locate a travel agency (telephone directory, newspaper, magazine, television).

F-1.3 Students will be aware of the various services provided by travel agencies, as evidenced by listing (Communications Mode Optional) at least four services provided by the agencies (e.g., motel and transportation reservations, schedules, trip costs, tours, maps).

F-1.4 Students will be able to use a travel agency to obtain travel information, as evidenced by a student contacting at least one agency by using a telephone, writing, or personal contact to secure some teacher given type of travel information.

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* Minimal Behavioral Outcome Skills

ctivities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Develop a board display of the different types of travel agencies (bus, airplane, auto clubs, private agencies, etc.). 2. Conduct classroom discussion of the different types of travel agencies. 3. Role play a television advertisement telling about the different types of travel agencies. 4. Survey parents, friends, classmates or have a class discussion about the sources used to obtain travel information. 5. Write an advertisement for a newspaper or magazine concerning your travel agency. 6. Cut out and display pictures from newspaper and magazines advertising travel agencies. 7. Have students invite a travel agent to the class to tell about its different services. 8. Take a field trip to a travel agency in order to learn about their services.	TRAVEL AGENCY COMPANY RAILROAD NEWSPAPER MAGAZINE TELEPHONE MOTEL RESERVATIONS HOTEL SCHEDULE TOURS MAPS DIRECTORY		Text Travel Magazine Kits NONE Audio-Visual Film: Contact Travel Agency for film Other Teacher Resources: Travel Agency films Telephone Book Newspaper Pamplets and Brochures on travel services

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Reference	Suggested Materials
9. View filmstrips about travel agency services.			Text
10. Develop Learning Station Grab Bag: Teacher writes on slips of paper some type of travel information that a student who picks the slip must secure, e.g., Name: Agency: Find out how much a complete trip to Hawaii would cost by any airline for: 1 person 1 week All meals included All transportation included			Kits Audio-Visual Other

SUB-COMPETENCY G: ABILITY TO RECOGNIZE VARIOUS HINDRANCES TO MOBILITY

The ability to move from one place to another is not shared by all members of our society. Some people have hindrances to their mobility during a short or long period of their lives. In this sub-competency students identify some of these hindrances, namely, language, weather conditions, sensory loss, orthopedic problems, and lack of information, etc. As these areas are explored they will become aware of helpful techniques used with people who have hindrances.

SUB-COMPETENCY: G. ABILITY TO RECOGNIZE VARIOUS HINDRANCES TO MOBILITY

LEARNING GOAL:

G-1 Student will be aware of hindrances to mobility faced by handicapped population.

BEHAVIORAL OUTCOMES:

G-1.1 Student will be aware of hindrances to mobility faced by handicapped people as they use public facilities as evidenced by the students identifying (Communications Mode Optional) two hindrances faced by each of the following handicapped populations:

a. deaf
b. blind
c. orthopedically handicapped.

G-1.2 Student will be aware of efforts made by builders to make facilities accessible to the handicapped as evidenced by his/her identifying two such efforts made in metropolitan area (e.g., ramps, rest rooms, shopping area fences, etc.).

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have class discussion concerning the hindrances to mobility.	HINDRANCES ORTHOPEDIC HANDICAPPED HAZARDOUS RAMP		**Text** "Guide to Metropolitan Washington for Handicapped"
2. Makes a chart listing some of the hindrances to mobility.			
3. Invite an itinerent teacher from the Prince George's County Public Schools Vision Department to speak about mobility training for the blind.			
4. Visit shopping center and determine if person in wheelchair can enter food store.			**Kits** Money, John, Road Map Test of Direction Sense, The Johns Hopkins Press
5. Invite representative from Metro to discuss how handicapped can use subway.			
6. Pose questions: How do deaf people get morning announcements in school school?, etc.			**Audio-Visual** Filmstrip and Book, Shell, "Perception of Driving Hazards," The Center for Safety, New York University Films: We Drivers, js 1927 Blindness **Other** Volta materials from American Printing House for the Blind

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
*A-1.1	The student can name seven modes of transportation.			
A-2.1	The student can identify six general characteristics of the modes of transportation and relate how they apply to the seven modes.			
A-3.1	The student can examine the characteristics of "time" and "cost" for each mode of transportation.			
A-3.2	The student can categorize separately each mode of transportation, regarding the characteristics: public, private, availability.			
A-3.3	The student can explain the characteristic "prerequisite for use" for each mode of transportation by listing at least three essential prerequisites for each mode.			
A-3.4	The student can identify safety rules for each mode of transportation.			
B-1.1	The student can identify the sources of information for obtaining directions.			

*** Minimal Behavioral Outcome Skills**

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
*B-1.2 The student can locate the source for obtaining travel directions.			
*B-2.1 The student can follow directions (Communications Mode Optional) in forward and reverse order.			
*B-3.1 The student can describe a location to identify where he/she is by citing appropriate descriptors.			
*B-4.1 The student can give directions to others (Communications Mode Optional) from one place to another within a building (Subjective Judgment of the Teacher).			
*B-4.2 The student can give directions to others (Communications Mode Optional) from one place to another within a community (Subjective Judgment of the Teacher).			
C-1.1 The student can identify three kinds of maps.			
C-1.2 The student can identify the sources to obtain maps by naming (Communications Mode Optional) at least three sources.			
*C-1.3 The student can locate the source and obtain a map.			

*** Minimal Behavioral Outcome Skills**

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
*C-2.1	The student is able to "read" directional patterns from a given point on a map by showing (Communications Mode Optional) N, S, E, W direction.			
C-2.2	The student is able to read the halfway directional pattern from a given point on a map by showing (Communications Mode Optional) the NE, NW, SE, SW directions (Subjective Judgment of the Teacher).			
C-2.3	The student will be able to recognize the symbols on a map signifying the important human-made and natural features.			
*C-2.4	The student can recognize, name and define a legend on a map (Subjective Judgment of the Teacher).			
C-2.5	The student can recognize that the use of color on a map signifies a special feature.			
*C-2.6	The student can estimate distances on a map by using the map scale.			
*C-3.1	The student can use an index on a road map.			
*C-3.2	The student is able to use the grid system on a map.			
*C-3.3	The student is able to use a shopping center directory.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
*C-4.1 The student is able to use a street or road map to plan a route from one destination to another.			
*D-1.1 The student is aware of safety rules regarding private transportation.			
D-1.2 The student is aware of public laws which regulate the manner in which one may travel by private means by stating (Communications Mode Optional) at least three laws for each of four private modes.			
*D-2.1 The student can define the meaning of the term emergency situation."			
D-2.2 The student can identify emergency situations pertaining to travel.			
*D-2.3 The student is aware of safety precautions to prevent emergency situations from occurring.			
*D-2.4 The student can identify the sources of help in emergency situations.			
D-2.5 The student can cite three basic first aid directions.			
D-2.6 The student is aware of the four crisis situations requiring immediate actions to save a life.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

	Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
*D-3.1	The student will be able to identify highway signs by matching at least eight highway signs to the appropriate meaning.			
*D-3.2	The student can correctly identify travel symbols.			
*D-4.1	The student will be aware of the necessity of maintenance and repair of private vehicles and the outcomes of failure to maintain and repair by citing at least three outcomes.			
*D-4.2	The student can identify sources of maintenance and repair of private vehicles.			
*D-4.3	The student can change a flat tire on a car.			
*D-5.1	The student can identify the kinds of information available for public transportation, important in traveling.			
*D-5.2	The student is aware of sources of public travel information.			
D-6.1	The student can identify different types of travel schedules.			
D-6.2	The student can identify the different features in the format of a schedule.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
D-6.3	The student can interpret and use a bus schedule.			
*D-7.1	The student can determine that he/she has the correct amount of money to pay a predetermined travel fare under $1.00 by counting stated amounts.			
D-7.2	The student can identify the sources for predetermining the approximate fare required for a given trip.			
D-7.3	The student is aware of the appropriate procedures for paying fares (Communications Mode Optional).			
D-7.4	The student is aware that credit card may be used to pay for some travel expenses.			
E-1.1	The student is able to identify important "areas of consideration" necessary for planning a trip.			
E-2.1	The student can use the seven areas of consideration to construct a trip plan with regard to consumer travel factors (Subjective Judgment of the Teacher).			
E-3.1	The student can obtain a publication that is a source of information in planning a trip.			
F-1.1	The student is able to identify various types of travel agencies.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
F-1.2 The student is aware of the sources to locate travel agencies.			
F-1.3 The student is aware of the various services provided by travel agencies (Communications Mode Optional).			
F-1.4 The studsnt is able to use a travel agency to obtain information.			
G-1.1 The student can identify hindrances to mobility faced by handicapped populations.			
G-1.2 The student is aware of efforts to make public facilities accessible to the handicapped.			

*** Minimal Behavioral Outcome Skills**

Student Teacher, Parent Profile Chart

COMPETENCY

Student, Teacher, Parent Derived Behavorial Outcomes	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery

VOCATIONAL DEVELOPMENT/EVERYDAY SKILLS PROGRAM

COMPETENCY #III PERSONAL AND FAMILY MAINTENANCE

Prince George's County Public Schools
Upper Marlboro, Maryland 20870

Edward J. Feeney, Superintendent of Schools
1977 - Revised

Joint Project of
Special Education Department
Career Education Department

SUB-COMPETENCY A: PERSONAL HEALTH

Our goal is to foster an interest in the maintenance of good health. Because good health habits are adopted through conscious effort, we have attempted to present them in the context of "common sense". That is, this sub competency addresses the functional concerns of health which we believe will have the most practical use to the students.

When illness does occur, it is important to be able to respond intelligently. If one is not aware of the common signs of illness nor the proper treatment of such conditions, an illness may become more frightening and/or severe than it might have been if the proper response were part of the students' repertoire.

Nutrition and body systems are discussed and taught in this same manner, viz., functional understandings and common sense approaches to health.

The presentation of self is a significant aspect of this sub-competency. For the students this self presentation on making a good impression is of signal importance. We have stressed bodily cleanliness as well as proper care and selection of clothing. We believe that this material is of such importance to the students themselves that you may wish to review it over the course of this year program.

SUB -COMPETENCY: A. PERSONAL HEALTH

LEARNING GOAL:

A-1 The student will be able to explain the need for good health habits.

BEHAVIORAL OUTCOMES:

*A-1.1 The student will demonstrate an awareness of activities in his life which contribute to good health as evidenced by his/her listing (Communications Mode Optional) three basic health habits which he/she practices (e.g. exercise, diet, periodic health check-up, sleep).

*A-1.2 The student will demonstrate an awareness of good health habits as evidenced by his/her listing (Communications Mode Optional) two reasons for each health habit listed in A-1.1.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students make a booklet, poster, collage, or bulletin board using advertisements dealing with good health habits.	HABIT EXERCISE REST DIET PRODUCT		Text Health, Safety and Sanitation, Steck, Vaughn pp 75-78
2. Have students make up an advertisement for health care product (toothpaste, deordorant, etc.)			
3. Have students keep a diary for one week showing the amount of sleep and exercise they have had.			
			Kits Slenderella Kit, Hartford Pub. Co. Me Now Hubbard Co.
			Audio-Visual
			Other

COMPETENCY III

Personal and Family Maintenance

Personal and Family Maintenance deals with those areas of everyday living which are essential to all individuals. For a student to cope with daily living situations and to achieve the greatest independence of which he/she is capable, distinct areas need to be presented.

This competency deals with those areas essential to a child's development as a functioning person in society. Many of the items contained in Personal and Family Maintenance appear to be common sense, but we need only to read a newspaper to discover how fallacious such a conclusion may be. Accidents resulting from carelessness in the home and malnutrition where there is wholesome food available are just two examples which reflect the need for education students in these common everyday skill areas.

It is hoped that upon completion of this competency that the student will have developed an understanding of the components which he/she will need to function successfully in his/her personal life.

The sub-competencies included in Personal and Family Maintenance are:

A. PERSONAL HEALTH AND THE BODY
B. FAMILY AND CHILD CARE
C. SAFETY
D. SOCIAL CONCERNS

Each of these sub-competencies include a number of learning goals with specified behavioral outcomes. Learning goals which appear to need greater emphasis have been asterisked. Activities for the learning goals have been suggested, as well as resource materials.

SUB -COMPETENCY: A. PERSONAL HEALTH

LEARNING GOAL:

A-2 The student will be aware of the role of proper nutrition in maintaining good health.

BEHAVIORAL OUTCOMES:

*A-2.1 Student will be aware of the foods necessary for proper nutrition. Success will be determined by student explaining (Communications Mode Optional) the role of proper nutrition in maintaining good health.

*A-2.2 The student will be aware that good nutrition is based on proper food selection. Success will be determined by the student identifying foods representing a well balanced selection (Communications Mode Optional) in terms of the basic food groups.

*A-2.3 The student will have an awareness of the basic food groups as evidenced by being able to match 10 foods with their proper food groups.

*A-2.4 Student will be able to plan a sample menu for a family for an entire day using his/her knowledge of the basic food groups. (Subjective Judgment of the Teacher) (Communications Mode Optional)

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Read food packages for quality and quantity of contents 2. Invite a speaker from the FDA to discuss government controls and standards. 3. Have students determine the amount of money needed to shop for groceries for a family of five for one week; a party for 10 people. 4. Keep a record of what students eat for one day and match them with basic food groups. 5. Make a list of foods from animals 6. Make a list of foods from plants. 7. Make a list of food served in the school cafeteria for one week and categorize the foods in terms of the basic food groups.	ENERGY FOOD STANDARDS FDA NUTRITIONAL LABELING CALORIE DIET WELL-BALANCED MEAL NUTRITION		Text A Special Picture Cookbook H and H Enterprises The Chemical Feast Grossman Publishers Nutritive Value of Food Home and Garden Bulletin #72, GPO Steps for Home Living, 2nd Ed., Bennett Pubs, pp. 58-75 Kits Me Now, Hubbard Scientific Audio-Visual 1360 Journey Into Nutrition The Big Dinner Table Perennial Education, Inc. #2463 Food That Builds Good Health Other Looking At Nutrition Twelve Ways United Fresh Fruit Association

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LEARNING GOAL:

A-3 The student will demonstrate a basic knowledge of food content (nutrients): proteins, carbohydrates, fats, vitamins, minerals, calories, and the minimum daily requirements.

BEHAVIORAL OUTCOMES:

A-3.1 The student will be able to utilize a basic food calorie chart to determine what food will make up his/her daily calorie need as evidenced by the ability to list (Communications Mode Optional) the foods which would meet the learner's content for one day.

*A-3.2 The student will be aware of the body's need for vitamins and minerals by his/her stating what happens when the body is deficient in certain vitamins or minerals (e.g. Vitamin D deficiency-rickets). (Communications Mode Optional)

*A-3.3 The student will have an awareness of body's need for water as evidenced by his/her explaining (Communications Mode Optional) one reason why water is important to physical health.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Make a chart of body needs--proteins, fats, carbohydrates, vitamins and minerals. 2. Invite a county dietician in to discuss nutrition with the class. 3. Have student keep track of what he/she eats for one day and figure out total calorie intake. 4. Keep track of liquid intake for one day. 5. Write to Health Department for calorie charts. 6. Using a food composition chart, have student find out what is in a cheeseburger. 7. Using a food composition chart, have student find out how nutritious his own school lunches are.	PROTEINS CARBOHYDRATES FATS VITAMINS MINERALS CALORIES LIQUID IRON STARCH SUGAR NUTRIENT		**Text** Everyday Reading and Writing New Readers' Press, p. 211 Classroom Cookery, Creative Teaching **Kits** Nutrition, Relevant Productions (Personal Reading Module) **Audio-Visual** Food, Energy and You, Local Dairy Council Food for Life, Nenk Newenhous Food, the Color of Life, National Dairy Council How a Hamburger Turns into You, Perennial Education, Inc. Nutrition and Health, record, Edcational Activities, Inc. Nutrition and Health, tape, Educaional Activities, Inc. **Other** Nutritive Value of Foods, CPO Doc.#72

SUB -COMPETENCY: A. PERSONAL HEALTH

LEARNING GOAL:

A-4 Student will understand the role of the digestive system in processing food into nutrients.

BEHAVIORAL OUTCOMES:

*A-4.1 Student will be aware of how the body uses nutrients as evidenced by his/her explaining the function of the digestive system.

*A-4.2 Student will demonstrate a knowledge of the digestive system as evidenced by his/her identifying three of the following parts of the digestive system: teeth, salivary glands, esophagus, stomach, small intestine, pancreas, liver, gall bladder, large intestine, rectum.

*A-4.3 Student will be aware of how the system acts to digest food as evidenced by his/her describing the function of three of the following: teeth, salivary glands, esophagus, stomach, small intestine, pancreas, liver, gall bladder, large intestine, rectum.

*A-4.4 Student will be aware of some common disorders of the digestive system and their symptoms and treatment (e.g. tooth decay, constipation, diarrhea, indigestion, diabetes, peptic ulcer, bleeding ulcer.)

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have student label the parts of the digestive system. 2. Have student make a mobile or collage of objects around him/her of real things that do the same sort of work as the digestive system (e.g. stomach-washing machine). 3. Plan a TV Commercial about a make-believe medicine for the digestive tract. 4. Take a survey of what kinds of disorders are most advertised on TV. 5. Have student tell what happens to a hamburger as it goes through the digestive system. 6. Discuss peristalsis in class. 7. Discuss prevention of tooth decay. 8. Discuss where most digestion and absorption take place (small intestine). 9. Make a game with matching common digestive disorders, their symptoms, causes, and treatment. 10. Discuss briefly what certain enzymes aid in digestion. 11. Discuss the fact that digestion begins in the mouth. 12. Draw the tooth and label the parts. 13. Make a TV commercial about prevention of tooth decay. 14. Obtain x-rays of teeth from a dentist to show tooth structure and cavities. Show through slide projector or overhead projector.	TEETH ESOPHAGUS STOMACH INTESTINE GALL BLADDER PANCREAS LIVER RECTUM TOOTH DECAY CONSTIPATION DIARRHEA APPENDICITIS INDIGESTION ULCER DIABETES		Text TEACHER RESOURCE MATERIALS Steps in Home Living, Bennett Pubs. Kits Me Now, Hubbard Scientific Co. Audio-Visual The Story of Wendy Hill 263 1678 The Digestive System 1745 Excretion 1051 How the Body Uses Energy 1854 The Human Machine Other CONSULT BIOLOGY AND HEALTH TEACHERS FOR INFORMATION AND MATERIALS

SUB-COMPETENCY: A. PERSONAL HEALTH

LEARNING GOAL:

A-5 Student will understand the role of the circulatory system in carrying nutrients throughout the body.

BEHAVIORAL OUTCOMES:

*A-5.1 Student will be aware of how nutrients are carried throughout the body as evidenced by his/her explaining the function of the circulatory system. (Communications Mode Optional)

*A-5.2 Student will demonstrate a knowledge of the circulatory system as evidenced by his/her identifying three parts of the circulatory system: Heart, veins, arteries, capillaries, blood, lungs. (Communications Mode Optional)

*A-5.3 Student will be aware of how the circulatory system functions as evidenced by his/her defining two of the following: blood, heart, veins, arteries, capillaries. (Communications Mode Optional)

*A-5.4 Student will understand the relationship between exercise, diet and the circulatory system as evidenced by his/her explaining what happens when these areas are deficient (e.g. heart attack, stroke, anemia, varicose veins, atherosclerosis, systemic hypertension). (Subjective Judgment of Teacher) (Communications Mode Optional)

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have student label parts of circulatory system on diagram. 2. Discuss different pulse locations in the body. 3. Have student find his/her own pulse. 4. Have students listen to each other's heartbeats with stethoscopes. 5. Teach how to take blood pressure. (with sphygmomanometer) 6. Assist students in comparing blood pressure readings of persons of different ages, smokers, and non-smokers. 7. Have students examine blood slides. (Borrow from biology teachers.) 8. Discuss the fact that the circulatory system is a huge transportation network (highways, etc.). 9. Discuss factors which contribute to risk of heart attack. 10. When discussing heart attacks, impress upon student not to attempt heart massage (CPR) without professional training. 11. Count pluse for one minute (or 15 sec. x 4), repeat a 2nd time for same arm and average the two. Do the same for both arms. Pulse should be about the same. 12. Take pulse at rest. Run in place for one minute. Take pulse again. Compare. 13. Repeat #12 using a stethoscope for heartbeat.	BLOOD VEIN ARTERY CAPILLARY HEART STROKE HYPERTENSION ANEMIA VARICOSE VEINS ATHEROSCLEROSIS (HARDENING OF ARTERIES) EXERCISE		Text Kits ME NOW, Hubbard Scientific Co. Audio-Visual 570 HEMO THE MAGNIFICENT #420 The Wonder Engine of the Body #3083 Hurdler: Dr. Charles Drew #554 Circulation Why and How Other Contact American Heart Assoc. for Publications.

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
14. Discuss cholesterol in the diet and its relation to heart disease. 15. Discuss capillaries and how they get nutrients to the body. 16. Discuss importance of good diet and exercise as deterrents to heart disease in later years.			Text Kits Audio-Visual Other

SUB-COMPETENCY: A. PERSONAL HEALTH

LEARNING GOAL:

A-6 Student will understand the role of the respiratory system in carrying nutrients throughout the body.

BEHAVIORAL OUTCOMES:

*A-6.1 Student will be aware of the role of the respiratory system in carrying nutrients throughout the body as evidenced by his/her stating/explaining (Communications Mode Optional) that oxygen is needed to enable the cells to utilize nutrients.

*A-6.2 Students will demonstrate a knowledge of the parts of the respiratory system as evidenced by his/her identifying two parts of the respiratory system: nose, throat, lungs. (Communications Mode Optional)

*A-6.3 Student will be aware of how the respiratory systems functions as evidenced by his/her defining two of the following: nostrils, nasal cavities, throat, lungs.

*A-6.4 Student will be aware of the possible effects of smoking on the respiratory system as evidenced by his/her describing what can happen if a person smokes (e.g. lung cancer, emphysema, chronic bronchitis, asthma). (Communications Mode Optional)

*A-6.5 Student will be aware of common disorders of the respiratory system as evidenced by his/her defining two disorders and their treatment. (e.g. common cold, influenza, tuberculosis, hayfever and other allergies).

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students identify the parts of the respiratory system. 2. Have students trace the pathway of air to the lungs locating and naming parts they have studied. 3. Discuss relationship between respiratory and circulatory system. 4. Describe the differences between breathing (inhaling and exhaling) and respiration (combining oxygen and food inside the cells to produce energy). 5. Describe how air is cleaned and warmed in the breathing system. 6. Explain that breathing action is involuntarily controlled. 7. Have students pair up and count the number of times each breathes in a 30-second period; engage in some exercise; then take rate again. 8. Tell why hyperventilation is dangerous. 9. Demonstrate body's ability to direct food and air to the right places by having student try to breathe through nose and swallow at the same time. (Epiglottis controls this.) 10. Have student's measure lung capacity (Consult biology teacher). Compare smokers and non-smokers, athletes and non-athletes, girls and boys. 11. Discuss what would happen if an astronaut's space suit had a leak. (Air in lungs leaks out into vacumn of space.)			Text TEACHER RESPONSE MATERIALS Kits ME NOW, Hubbard Scientific Co. Audio-Visual 2765 A Breath of Air 1249 First Cigarette 2635 Respiration in Man 279 Inside Store (TB) 3785 Decision for Mike (smoking) 2199 Artificial Respiration Other Contact American Lung Association Consult Biology and Health Teachers for information and materials

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
12. Compare respiration to car engine (Both need fuel and air to work). 13. Have fire department (Rescusi Annie) come in and demonstrate artificial respiration. 14. Discuss pollution, smoking and breathing. 15. Contact Health Department for lung cancer information (will send speaker). 16. Contact American Cancer Society for information.			Text Kits Audio-Visual Other

SUB-COMPETENCY: A. PERSONAL HEALTH

LEARNING GOAL:

A-7 The student will be aware of the human reproductive system.

BEHAVIORAL OUTCOMES:

*A-7.1 Student will be knowledgable of the human reproductive system as evidenced by his/her
  - a. being able to identify and define two parts of the femal reproductive system (e.g. ovary, oviduct, uterus, and vagina).
  - b. being able to identify and define two parts of the male reproductive system (e.g. testicles, sperm tube, penis).

* Minimal Behavioral Outcome Skills

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Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Locate parts of female reproductive system on diagram or chart. 2. Locate parts of male reproductive system on diagram or chart.		A-7 with D-2	Text Kits ME NOW, Hubbard Scientific Audio-Visual Other

SUB -COMPETENCY: A. PERSONAL HEALTH

LEARNING GOAL:

A-8 The student will be able to recognize the symptoms of ill health.

BEHAVIORAL OUTCOMES:

*A-8.1 The student will be able to recognize the symptoms of ill health as evidenced by the student listing four symptoms of possible ill health (e.g. fever, chronic cough, sore throat, dizziness, persistent pains or aches, loss of appetite, shortness of breath). (Communications Mode Optional)

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Make a chart illustrating symptoms of ill health. 2. Visit the Smithsonian Institution's medical exhibits.	ILLNESS DIZZINESS APPETITE ACHE		Text Today's Health Magazine Good Nutrition Magazine Contact the National Institute of Health for free teacher resource information. Contact the National Dairy Association for free materials Health, Safety and Sanitation Steck-Vaughn, pp 65-74 Kits Audio-Visual Other

SUB-COMPETENCY: A. PERSONAL HEALTH

LEARNING GOAL:

A-9 The student will be able to read a thermometer.

BEHAVIORAL OUTCOMES:

*A-9.1 The student will be able to take a termperature as evidenced by his/her correctly shaking down the thermometer, taking the temperature, reading the thermometer, and determining whether it is a normal temperature.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Make a chart showing the thermometer and 98.6° (normal body temperature). 2. Practice taking temperatures in class.	FEVER TEMPERATURE THERMOMETER 98.6°		**Text** Health, Sanitation, and Safety, Steck-Vaughn **Kits** ME NOW, Hubbard Scientific Co. **Audio-Visual** **Other** Thermometers

SUB -COMPETENCY: A. PERSONAL HEALTH

LEARNING GOAL:

A-10 The student will be able to explain the need for body cleanliness.

BEHAVIORAL OUTCOMES:

*A-10.1 The student will have an awareness for the need of body cleanliness as evidenced by his/her stating two reasons for body cleanliness. (Communications Mode Optional) (Subjective Judgment of Teacher)
*A-10.2 The student will be aware of techniques for maintaining clean hair and healthy skin by his/her listing two ways each of caring for hair and skin. (Communications Mode Optional)
*A-10.3 The student will demonstrate the knowledge for proper care for the feet as evidenced by his/her listing two foot care procedures. (Communications Mode Optional)
*A-10.4 The student will demonstrate the knowledge of proper nail care as evidenced by the ability to list at least two tools for caring for the nails. (Communications Mode Optional)
*A-10.5 The student will demonstrate the knowledge of a need for the use of deodorant as evidenced by him/her stating the importance for using deordorants. (Communications Mode Optional)
*A-10.6 The student will demonstrate the knowledge of proper dental hygiene that can be self-administered as evidenced by his/her explaining two techniques for proper teeth and gum care (e.g. proper brushing, use of dental floss, gum massage). (Communications Mode Optional)
*A-10.7 The student will be aware of proper dental hygiene that cannot be self-administered as evidenced by his/her listing two services (Communications Mode Optional) provided by the dentist (e.g. teeth cleaning and repair work).

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Help students arrange a collage or bulletin board depicting all materials needed for good body care.	SKIN HAIR TEETH		Text Health, Safety and Sanitation Steck-Vaughn Co.
2. Make a display of before and after grooming photos.	TOOTHPASTE DEODORANT SOAP		Steps For Home Living Bennett Publishers
3. Arrange to have a Beauty Day: in which good hairstyling, makup, manicuring, and fitness exercises are stressed.	SHOWER COMB BRUSH SHAMPOO CONDITIONERS LOTIONS		
4. Assemble and try out various brands of grooming products.	CREAM MAKEUP BODY POWDER		Kits Cosmotology Kit, Hartford Publishers
5. Arrange for classroom visits by dental hygienist, local hairdresser, others.	NAIL MANICURE COSMETICS		There's A New You Coming-Marsh Films Personal Services Xerox Education Pub.
6. Show the AV presentation, "There's A New You Coming" and write a simple experience story.	CAVITY DENTAL FLOSS GUM MASSAGE		ME NOW KIT, Hubbard Scientific Co. Audio-Visual
7. Obtain a set of dentures from an orthodontic laboratory (free) to demonstrate teeth care.			Personal Hygiene for Boys, Coronet Films Personal Hygiene for Girls, Coronet Films Female Self Care Series Male Self Care Series, Interpretive Education Good Grooming for Teenagers, Burgess Publishing Co. Teeth Care, Interpretive Education The Problem Acne, Interpretive Educ. Other

LEARNING GOAL:

A-11 The student will be knowledgeable of appropriate dress.

BEHAVIORAL OUTCOMES:

*A-11.1 The student will be knowledgeable of appropriate dress for different occasions as evidenced by the ability to match clothing to the occasion noted:

a. job interview
b. work
c. restaurant

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Discuss what to wear on different occasions. 2. Construct a learning station on matching appropriate clothing to different occasions.	TEMPERATURE CLIMATE OCCASION SUMMER FALL WINTER SPRING SEASON FABRIC TEXTURE COLOR DESIGN WEIGHT COORDINATE CASUAL FORMAL	A-11.1 with IX B-6.3	Text Steps for Home Living, 2nd Ed. Bennett Pubs. Kits Audio-Visual Other

SUB-COMPETENCY: A. PERSONAL HEALTH

LEARNING GOAL:

A-12 The student will be able to care for his/her clothing.

BEHAVIORAL OUTCOMES:

A-12.1 The student will have knowledge of appropriate washing method for his/her clothing as evidenced by student's being able to cite instructions on label regarding appropriate care.

*A-12.2 The student will be aware that clothing needs to be washed frequently as evidenced by his/her citing two reasons for such care. (Communications Mode Optional)

*A-12.3 The student will be able to demonstrate basic sewing skills as evidenced by his/her being able to sew on a button, mend a tear and hem.

*A-12.4 The student will be aware that some material needs to be ironed after washing as evidenced by his/her being able to cite instructions on label regarding appropriate care.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Assemble a mending kit. 2. Visit a laundromat. 3. Visit a rummage sale and obtain various garments that can be used in class for demonstration and experimentation. 4. Make a chart using magazine pictures to match clothing with appropriate care. 5. Bring in clothing care labels and match to appropriate care for washing and ironing.	DETERGENT LAUNDRY LAUNDROMAT SORT SANITIZED POLYESTER COTTON SHRINK LABEL DARN MEND HEM DRY CLEAN PRESS DRIP DRY DISINFECT DEODORIZE IRON FABRIC SOFTENER STAINS PERMANENT PRESS	A-12.4 with VI C-1.4	Text Consumer and Homemaking Career Awareness Program Steps for Home Living 2nd ed., Bennett Pubs. Food, Clothing and Shelter Modern Consumer Education Program Kits Audio-Visual Other Home Economics teachers for instructional materials "Wash-In or Wash-Out", Maytag Corp., Newton, IA 50280

SUB-COMPETENCY B: FAMILY AND CHILD CARE

The family is the primary unit in cultures the world over, forming a base from which its individual members grow and develop. Family units take a variety of forms and one of the purposes of this sub-competency is to consider some family structures. As in any family unit, we can assume there are certain basic skills and behaviors necessary to create and maintain the family unit. Therefore, in this sub-competency an attempt is made to treat those baseline skills that have grown out of generally-accepted child rearing practices.

The skills highlighted are those frequently taken for granted, i.e., child care, first aid, cooking skills, etc.

Also included in this sub-competency is a unit on liquid measurement. It seemed appropriate to include it in the functional context of cooking. Other units of measurement are found through the competencies. (See cross referencing.).

SUB -COMPETENCY: B. FAMILY AND CHILD CARE

LEARNING GOAL:

B-1 The student will be aware of major types of families.

BEHAVIORAL OUTCOMES:

*B-1.1 The student will be aware of the fact that children the world over are reared in some type of family unit. Evidence of this will be determined by the student identifying: (Communication Mode Optional) (Subjective Judgment of Teacher)

two types of family units

1. parent (s) and child (children)
2. parent(s) and child (children) and related others
3. foster parents (includes kibbutz)
4. related and nonrelated others
5. related and nonrelated others and child (children)

B-1.2 The student will be aware that in any given family the tasks to be completed are divided among family members. Success will be determined by the student enumerating three family responsibilities (e.g. child care, cooking, cleaning). (Communications Mode Optional)

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Make a collage representing his/her idea of as many kinds of families as he/she can. 2. Show appropriate AV materials and discuss. 3. Have student develop his/her own family tree. 4. Make a poster of the jobs one might do in the home.	FOSTER EXTENDED SIBLING HALF-WAY HOUSE GROUP HOME		Text Your Family, Steck-Vaughn Co. In Your Family, Fearon Publishers Your Family and Your Job: Understanding Yourself Better Living, Gary Lawson The Family You Belong To, Turner-Livingston Audio-Visual 749 Can A Parent be Human? 2871 I Just Don't Dig Him 3578 Family Circus 1707 Jamie, The Story of A Sibling 3619 Is It Always Right to Be Right? 2046 Family Teamwork 757 Ivan and His Father 705 Our Family Works Together 719 Mom, Why Won't You Listen? Other How a Family Grows 399 Dramatic Play: An Integrative Process for Learning, Campus Films

SUB-COMPETENCY: B. FAMILY AND CHILD CARE

LEARNING GOAL:

B-2 Student will be able to plan and prepare a well-balanced meal for a family.

BEHAVIORAL OUTCOMES:

B-2.1 The student will have a knowledge of the basic cooking terms on the functional vocabulary list as evidenced by his/her demonstrating their use in the process of food preparation.

B-2.2 Student will have a knowledge of the usage of cooking utensils as evidenced by the student identifying the function of the utensils listed on the word list. (Communications Mode Optional)

*B-2.3 Student will have an awareness of the concept of dry measurement as evidenced by correctly measuring four different amounts of a dry substance (Subjective Judgment of the Teacher)

*B-2.4 Student will have a knowledge of the concept of liquid measurement as evidenced by correctly measuring four different amounts of a liquid substance. (Subjective Judgment of the Teacher)

*B-2.5 Student will have a knowledge of how to follow a recipe as evidenced by preparing a recipe of his/her choice.

B-2.6 Student will have an awareness of the concept of increasing and decreasing recipes as evidenced by demonstrating the process of increasing or decreasing a recipe (Subjective Judgment of the Teacher).

* Minimal Behavioral Outcome Skills

SUB-COMPETENCY: B. FAMILY AND CHILD CARE

LEARNING GOAL:

B-2 Student will be able to plan and prepare a well-balanced meal for a family.

BEHAVIORAL OUTCOMES:

B-2.7 Student will have a knowledge of safety measures in the kitchen as evidenced by his/her practicing those safety measures while cooking. (Subjective Judgment of the Teacher)

*B-2.8 Student will be able to prepare a meal for a family as evidenced by his/her preparing the meal in the school setting. (Subjective Judgment of the Teacher)

B-2.9 Student will know appropriate place setting for a specified meal as evidenced by his/her correctly setting a table.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Obtain a list of functional cooking terms from home economics department. 2. Develop a learning station matching utensil with its use. 3. Develop a learning station on reading recipes. 4. Practice making dry measurements for given recipes. 5. Increase by doubling and decrease by half recipe amounts. 6. Arrange a bulletin board with pictures of foods and utensils. 7. Visit a restaurant and note place setting. 8. Develop a learning station on proper table setting. 9. Visit a supermarket to select food for a recipe. 10. Develop a learning station on reading recipes. 11. Make a dish using convenience foods. 12. Make a dish using a simple recipe.	CUP TEASPOON TABLESPOON FRY BAKE BROIL BOIL SIMMER STIR BROWN BASTE BEAT COMBINE SIFT TABLE SETTING FLATWARE ROAST	B-2.5 with VI C-1.5	Text Kits Audio-Visual 1268 Food Store Food Preparation (AV Kit) DEF Media Corp. 210 N. Boston Avenue N. Massapequa, NY 11750 Other Emily Post

SUB-COMPETENCY: B. FAMILY AND CHILD CARE

LEARNING GOAL:

B-3 The student will understand the basic principles of child care.

BEHAVIORAL OUTCOMES:

*B-3.1 The student should be aware that children need to be played with and cared for as evidenced by the students being able to explain why these two factors are important to the child's growth. (Subjective Judgment of the Teacher) (Communications Mode Optional)

*B-3.2 The student will be aware that children have specific physical needs which must be met in order to insure proper development. Success will be demonstrated by the student's giving reasons why a child has needs for a proper amount of sleep, a proper diet, and proper cleansing. (Communications Mode Optional)

*B-3.3 The student will be able to identify when a child is ill by recognizing symptoms of illness. Success will be determined by the student's naming 3 symptoms which might indicate an illness (e.g., crankiness, rash, fever, extended crying, runny nose).

*B-3.4 The student will be able to understand the difference between an oral and a rectal thermometer as evidenced by his/her:
a. explaining why a rectal thermometer is used with infants, and
b. noting normal temperature as it appears on rectal and oral thermometers. (Communications Mode Optional)

* Minimal Behavioral Outcome Skills

7

SUB -COMPETENCY: B. FAMILY AND CHILD CARE

LEARNING GOAL:

B-3 The student will understand the basic principles of child care.

BEHAVIORAL OUTCOMES:

*B-3.5 Student will be aware that certain safety precautions need to be taken when there are small children in the home as evidenced by the student citing precautionary measures for:
a. prescription and non-prescription medicines
b. toys
c. stairs
d. furniture
e. cleaning products and pesticides. (Communications Mode Optional)

*B-3.6 Student will be aware of community resources available for assisting in the care of the child. Success will be determined by the student locating the phone number for the following:
a. fire department or rescue squad
b. health department
c. well-baby clinic
d. doctor or hospital.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Visit health department of child care classes. 2. Practice taking temperatures. 3. Have a public health nurse visit class. 4. Practice changing diapers. 5. Make a list of things to watch out for in home with regard to safety. 6. Discuss lead-base paint hazard. 7. Discuss need for giving a baby attention. 8. Discuss need for proper diet. 9. Go to grocery store and make a list of baby foods available. 10. Make "Consumer's Report" available of approved toys and infant equipment. 11. Visit a child care center. 12. Practice giving a baby a bath under adult supervision. 13. Discuss appropriate clothing for different weather conditions. 14. Contact American Red Cross for materials and speaker on child care. 15. Locate phone number of pediatrician for emergencyhhelp. 16. Locate phone number for emergency helpt.	FORMULA THERMOMETER DIAPER FEVER RASH 98.6 RECTAL THERMOMETER PEDIATRICIAN LIQUID ASPIRN PESTICIDES POISON CLINIC		Text Child Care Books, Teacher Referenc Safe and Sound, Gary Lawson Steps in Home Living, Bennett Pubs., Chapter 7. Kits Audio-Visual 433 The Childwatchers 3621 Development 3134 Hello Up There 2509 What Will Christy Do? 2481 What Will Ted Do? 2171 Care of the Young Other American Red Cross Child Care Unit

SUB -COMPETENCY: B. FAMILY AND CHILD CARE

LEARNING GOAL:

B-4 The student will demonstrate an awareness of common childhood diseases and conditions; their treatment or prevention.

BEHAVIORAL OUTCOMES:

*B-4.1 The student will be aware of common childhood diseases as evidenced by his/her associating one main characteristic with the following disease: smallpox, polio, whooping cough, German measles, chickenpox, measles, mumps.

*B-4.2 The student will be aware of common childhood conditions (e.g. lice, ringworm, impetigo, tonsillitis) as evidenced by his/her associating one main characteristic with that condition.

*B-4.3 The student will be aware of prevention or treatment of common childhood diseases and conditions by his/her listing the treatment or prevention of four previously listed childhood diseases. (Communications Mode Optional)

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students construct a chart; showing some common childhood diseases and their signs. 2. Have students make a chart showing some common childhood conditions and their characteristics. 3. Arrange for visits by public health officials. 4. Discuss the need for proper immunzations. 5. Develop a vaccine record card. 6. Have student write an experience story about a disease that he/she had as a child	CONTAGIOUS SMALL POX POLIO CHICKEN POX GERMAN M MEASLES MUMPS PREVENTION TREATMENT VACCINE SERUM INJECTION VACCINE RECORD CARD BOOSTER IMMUNITY WHOOPING COUGH		Text Health, Safety and Sanitation, Steck-Vaughn, pp. 71-74 Today's Health magazine Kits ME NOW, Hubbard Scientific Co. Audio-Visual Contact Health Department for films and materials 28 Immunization Other Contact National Institute of Health for free teacher resource information

SUB-COMPETENCY C: SAFETY

At one time or another in our lives we are all faced with emergency situations. Knowing what to do, or what not to do, in such situations can be critical--even a matter of life and death. A knowledge of first aid which is regularly reviewed and applied during simulated emergencies could result in the ability of the student to save his/her life or that of another. Failure to impart such basic survival and safety skills and knowledge could result in needless tragedies.

The emphasis in this sub-competency is on arming the student with the functional knowledge and skills to live more safely. This "how to prevent" as well as "how to respond" signal the functionality of this unit with respect to dealing with emergencies.

SUB-COMPETENCY: C. SAFETY

LEARNING GOAL:

C-1 The student will demonstrate an awareness of basic safety rules for everyday living.

BEHAVIORAL OUTCOMES:

*C-1.1 The student will have awareness of safety measures in regard to medicine stored in the home. Success will be determined by the student explaining (Communications Mode Optional) (Subjective Judgment of the Teacher).

*C-1.2 Student will be aware of the importance of understanding directions for use of any medicine as evidenced by his/her being able to state the major reason why knowing correct dosage is necessary and important.

C-1.3 Student will be aware of precautionary instructions on medicine as evidenced by his/her explaining (Communications Mode Optional) one reason for these instructions. (e.g. Alcohol may intensify this effect.) Discontinue use if rash appears.

*C-1.4 The student will have a knowledge of fire prevention practices as evidenced by the listing of (Communications Mode Optional) five fire safety practices for safety in the home environment.

*C-1.5 Student will have a plan of escape in case of fire as evidenced by being able to outline a plan for escape from his/her home. (Communications Mode Optional)

C-1.6 Student will have an understanding of usage and storage of cleaning agents as evidenced by being able to explain (Communications Mode Optional) correct storage and usage of five cleaning agents.

* Minimal Behavioral Outcome Skills

SUB-COMPETENCY: B. SAFETY

LEARNING GOAL:

C-1 The student will demonstrate an awareness of basic safety rules for everyday living.

BEHAVIORAL OUTCOMES:

*C-1.7 Student will have an awareness of proper safety procedures for his/her job as evidenced by listing (Communications Mode Optional) five safety rules on the job.

*C-1.8 Student will have an understanding of proper safety procedures for a leisure time activity he/she engages in as evidenced by listing five rules of safety for that activity. (Communications Mode Optional) (Subjective Judgment of the Teacher)

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. List the emergency phone numbers and make a chart to be placed in each student's home on the telephone. 2. Have students copy label directions from over-the-counter drugs at home and bring to class. (Do not include name of drug.) 3. Make a list of 10 over-the-counter drugs. 4. Make a chart of precautionary instructions on medicine. 5. Interview a pharm 6. Make a list of various recreational activities and list the dangers of each. 7. Have class discussion of techniques for handling different types of fires: a. grease b. electric 8. Make a buletin board or poster of safety hazards.	PRESCRIPTION OVER-THE-COUNTER TABLET REMEDY PHARMACIST CAPSULE HAZARD EXIT	C-1.2 with VI C-1.4	**Text** American Red Cross Handbook Health, Safety, and Sanitation Steck-Vaughn Your Medicine Shelf, Grolier Educ. Corp. **Kits** **Audio-Visual** 441 And Then It Happened **Other** Contact: School Nurse Physical Education Department Pharmacist

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
9. Have students survey homes for safety measures. 10. Have students survey school for safety hazards.			Text Kits Audio-Visual Other

SUB-COMPETENCY: C. SAFETY

LEARNING GOAL:

C-2 The student will demonstrate the awareness of the major principles of basic first aid.

BEHAVIORAL OUTCOMES:

*C-2.1 The student will be able to demonstrate an awareness of dealing with bleeding injuries as evidenced by student demonstrating one acceptable method (as described in the Red Cross First Aid Handbook) to stop bleeding.

*C-2.2 The student will be able to demonstrate an awareness of dealing with burn injuries as evidenced by student demonstrating/explaining one acceptable method as a form of treatment for burn injury. (Subjective Judgment of the Teacher)

*C-2.3 The student will be able to demonstrate an awareness of dealing with poison cases as evidenced by his/her using one acceptable method as outlined in the American Red Cross First Aid Handbook as a form of treatment for poisoning.

*C-2.4 The student will be able to demonstrate an awareness of dealing with animal bites and stings as evidenced by his/her demonstrating/explaining (Communications Mode Optional) one acceptable method for the treatment of animal bites and stings.

*C-2.5 The student will be able to demonstrate an awareness of dealing with fractures as evidenced by his/her applying two different types of splints to an injury. (Communications Mode Optional) (Subjective Judgment of the Teacher)

* Minimal Behavioral Outcome Skills

SUB-COMPETENCY: C. SAFETY

LEARNING GOAL:

C-2 The student will demonstrate the awareness of the major principles of basic first aid.

BEHAVIORAL OUTCOMES:

*C-2.6 The student will be able to demonstrate an awareness of basic procedures to follow with heart attack victims as evidenced by his/her demonstrating/explaining (Communications Mode Optional) one acceptable method of dealing with heart attack victims.

*C-2.7 The student will be able to demonstrate an awareness of dealing with heat stroke and heat exhaustion as evidenced by his/her stating one acceptable method for treating heat stroke and heat exhaustion. (Communications Mode Optional)

*C-2.8 The student will be aware of the procedure to institute for treatment of common health ailments as evidenced by his/her stating one method of treatment for the following: (Communications Mode Optional)

a. diarrhea
b. convulsions
c. earache
d. eye irritation
e. frostbite

*C-2.9 The student will demonstrate an awareness of the procedure to follow in dealing with cases of choking. Success will be evidenced by the student's demonstrating and/or explaining two techniques to use in a choking emergency. (Communications Mode Optional)

* Minimal Behavioral Outcome Skills

SUB -COMPETENCY: C. SAFETY

LEARNING GOAL:

C-2 The student will demonstrate the awareness of the major principles of basic first aid.

BEHAVIORAL OUTCOMES:

*C-10 The student will be aware of rescue techniques to use in the water by swimmers and non-swimmers as evidenced by the student listing two techniques listed in the American Red Cross First Aid Handbook. (Communications Mode Optional)

*C-11 The student will be aware of implications of administering first aid to another as evidenced by his/her ability to explain the liability of a person giving first aid. (Communications Mode Optional) (Subjective Judgment of the Teacher)

*C-12 The student will be aware of the meaning of the Medic Alert Symbol(s) as evidenced by the ability to relate who might wear the symbol. (Communications Mode Optional) (Subjective Judgment of the Teacher)

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Make a scrapbook illustrating accidents and the first aid procedures to be used. Use current articles from the newspaper. 2. Have students list three pressure points in cases of bleeding. 3. Contact Fire Board and have them demonstrate mouth to mouth resuscitation with Resusi Annie. 4. Have a knowledgeable person come in to demonstrate basic first aid treatment (Health Department/ American Red Cross). 5. Make a bulletin board and simulate a basic first aid kit. 6. Put together a basic first aid kit for the home, the auto, camping, and discuss reasons for differences in items included in each. 7. Make safety posters depicting ways you can aid in accidents. 8. Demonstrate Heimlich maneuver. 9. Develop teacher-made activities for each first aid area.	HELP INJURY LACERATION WOUND MEDIC ALERT BANDAGE EMERGENCY NUMBER 911 BURNS POISON STERILE INFECTION STRAINS ACCIDENT DANGER RESCUE BLEEDING TREATMENT MEDICINE EMERGENCY RULES SAFETY PREVENTION ARTIFICIAL RESPIRATION SHOCK CIVIL DEFENSE HEMLICH MANEUVER		Text American Red Cross First Aid Handbook Everyday Reading and Writing, New Readers Press, pp. 229-244 Safe and Sound, Gary Lawson Health, Safety and Sanitation Steck-Vaughn, pp. 1-64 Kits Audio-Visual Contact local Red Cross for instructional aids and filmstrips 2200 Bleeding and Bandaging 2198 Burns Other 2201 Fractures and Splinting 2196 Shock

SUB-COMPETENCY D. SOCIAL CONCERNS

All teachers implementing the Family Life and Human Development Unit, as part of the Health Education segment of this program, must fulfill the criteria of the Maryland State Department of Education and the Prince George's County Public Schools' Standards and Procedures. Only qualified teachers may teach this sub-competency.

All special education teachers are to be familiar with a variety of approved print and nonprint materials.

It is important that personal and/or family privacy is not invaded nor violated during the process of teaching this sub-competency. Written parental permission must be obtained for all students prior to introducing this unit in the classroom.

This sub-competency highlights two aspects of growth and development for student awareness. Its goal is to provide the special education students with a functional knowledge and understanding of two areas treated in the County's Family Life and Human Development Unit.

SUB-COMPETENCY: D. SOCIAL CONCERNS

LEARNING GOAL:

D-1 The student will demonstrate an awareness of drug use and abuse (including alcohol and tobacco) as it relates to everyday living.

BEHAVIORAL OUTCOMES:

D-1.1 The student will demonstrate an awareness of drug use as evidenced by his/her ability to list four of the most commonly used drugs. (Communications Mode Optional) (Subjective Judgment of the Teacher)

D-1.2 The student will demonstrate an awareness of drug abuse as evidenced by his/her ability to list four of the most commonly abused drugs. (Communications Mode Optional) (Subjective Judgment of the Teacher)

D-1.3 The student will demonstrate an awareness of drug abuse as evidenced by his/her ability to match four of the effects of abuse with the specific drug. (Communications Mode Optional) (Subjective Judgment of the Teacher)

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Make a bulletin board to display accurate and current drug information. Individuals or committees can rotate the assignment. Keep one section of the board for updating the vocabulary on drugs, alcohol and tobacco. 2. Develop a board game dealing with types of drugs and their effects. 3. Make a display of the different types of identification tags that are worn as a medical alert. 4. Invite a knowledgeable speaker to talk to the students about law enforcement in the areas of drug nad alcohol abuse. Discuss specific ways in which individuals can assist in the prevention, control and treatment phases of the problem.	DEPRESSANT DRUG AMPHETAMINES BARBITUATES HALLUCINOGEN ALCOHOL TOBACCO NARCOTIC HABITUATION ADDICTION TRANQUILIZER COFFEE MARIJUANA NICOTINE STIMULANT LSD		Text Don't Let Your Health Go Up In Smoke, pamphlet Smoking, Health and You Shall I Smoke? Kits Audio-Visual What Should I Do?, 5 films, Walt Disney Educational Materials Co. High On Life, Filmstrip, Guidance Associates Other Anti-Smoking Flip Chart, American Cancer Society The Drug Information Series: Sedatives, Narcotics, Psychedelics, Stimulants, American Guidance Associates

SUB-COMPETENCY: D. SOCIAL CONCERNS

LEARNING GOAL:

D-2 The student will complete a unit in family life and human development as taught by a qualified teacher.

BEHAVIORAL OUTCOMES:

D-2.1 Student will have an awareness of contraception as evidenced by his/her being able to list four methods of contraception. (Communications Mode Optional)

D-2.2 The student will have an awareness of the need for prenatal care as evidenced by his/her listing two major reasons for prenatal care.

D-2.3 The student will be aware of the need for postnatal care as evidenced by his/her being able to explain the reason for continuing medical attention.

D-2.4 Student will have a knowledge of venereal disease as evidenced by his/her being able to explain:
a. the two major types of venereal disease
b. the symptoms of the disease
c. how they are contracted and how they are treated.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
SEE: The Curricular Approach to Optimal Health, Prince George's County Public Schools			Text Facts You Should Know, Scott Foresman Venereal Disease, Allyn and Bacon Your Family, Steck-Vaughn Kits Becoming A Man/Becoming A Woman, Guidance Associates About Sex and Growing Up, Society for Visual Education, Inc. Audio-Visual VD:Every Thirty Seconds, Alfred Higgins Productions VD Prevented, Alfred Higgins Productions VD:Anyone Can Get It, Bailey Film Associates Half A Million Teenagers--Plus Love, Scholastic Who Am I? Scholastic Human Development Models and Transparencies, A.J. Nystrom Co.

STUDENT PROFILE CHART

COMPETENCY: PERSONAL AND FAMILY MAINTENANCE

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
*A-1.1 The student demonstrates awareness of good health habits.			
*A-1.2 The student can cite two reasons for each health habit listed.			
*A-2.1 The student is aware of the foods necessary for proper nutrition.			
*A-2.2 The student has understanding of sound nutrition in terms of food selection			
*A-2.3 The student can match ten foods with their proper food group.			
*A-2.4 The student can plan a simple menu.			
*A-3.1 The student can use a food calorie chart.			
*A-3.2 The student can explain why vitamins and minerals are important for individual's health.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
*A-3.3 The student can explain why water is important for individual's health.			
*A-4.1 The student can explain the role of the digestive system.			
*A-4.2 The student can identify three parts of the digestive system.			
*A-4.3 The student can explain the function of three parts of the digestive system.			
*A-4.4 The student can list two disorders of the digestive system.			
*A-5.1 The student can explain the function of the circulatory system.			
*A-5.2 The student can identify three parts of the circulatory system.			
*A-5.3 The student can explain the function of two parts of the circulatory system.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
*A-5.4 The student demonstrates awareness of diseases of the circulatory system.			
*A-6.1 The student can explain the function of the respiratory system.			
*A-6.2 The student can identify two parts of the respiratory system.			
*A-6.3 The student can explain the function of two parts of the respiratory system.			
*A-6.4 The student is aware of effects of smoking on respiratory system.			
*A-6.5 The student can list two disorders of the respiratory system.			
*A-7.1 The student can list two parts of each reproductive system.			
*A-8.1 The student can recognize four symptoms of ill health.			
*A-9.1 The student can read a thermometer correctly.			

* Minimal Behavioral Outcome Skills

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
*A-10.1 The student can state need for body cleanliness.			
*A-10.2 The student can state techniques for maintaining clean hair and healthy skin.			
*A-10.3 The student can cite two ways to care for the feet.			
*A-10.4 The student can demonstrate care of nails.			
*A-10.5 The student is aware of need for deodorant.			
*A-10.6 The student is aware of proper dental hygiene.			
A-10.7 The student can state two services provided by the dentist.			
*A-11.1 The student is aware of appropriate dress for job interview, work and restaurant.			
*A-12.1 The student can determine appropriate cleaning method by reading clothing labels.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
*A-12.2 The student can cite reasons for washing clothes frequently.			
*A-12.3 The student can demonstrate basic sewing skills.			
A-12.4 The student is aware that some materials need ironing.			
*B-1.1 The student can identify two types of family units.			
B-1.2 The student is aware of division of labor within families.			
B-2.1 The student can explain basic cooking terms.			
B-2.2 The student can explain use of basic cooking utensils.			
*B-2.3 The student can correctly use dry measurement.			
*B-2.4 The student can correctly use liquid measurement.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
*B-2.5 The student can follow a simple recipe.			
B-2.6 The student can increase and decrease a recipe.			
B-2.7 The student is aware of basic safety precautions to be taken in the kitchen.			
*B-2.8 The student can prepare a meal.			
*B-2.9 The student can correctly set a table.			
*B-3.1 The student can explain why infants need care.			
*B-3.2 The student can explain why a child needs speep, proper diet and proper cleansing.			
*B-3.3 The student can identify typical symptoms of ill health in children.			
*B-3.4 The student can distinguish between a rectal and an oral thermometer.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
*B-3.5 The student can identify safety precautions to take when small children are in the home.			
*B-3.6 The student can locate phone number for emergency help.			
*B-4.1 The student is aware of common childhood diseases.			
*B-4.2 The student is aware of common childhood conditions.			
*B-4.3 The student is aware of the need for proper immunizations.			
*C-1.1 The student can explain proper storage and use of medicines.			
*C-1.2 The student can explain reasons why correct dosage of medicine is important.			
*C-1.3 The student can explain reason for precautionary instructions on medicine.			
*C-1.4 The student has awareness of fire precaution practices in the home.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
*C-1.5 The student has plan of escape in case of fire in the home.			
C-1.6 The student can explain correct storage and use of cleaning agents.			
*C-1.7 The student can cite proper safety procedures for his/her job.			
C-1.8 The student can cite proper safety procedures for leisure time activity.			
*C-2.1 The student can demonstrate one method of stopping bleeding injuries.			
*C-2.2 The student can use first aid in minor burn injuries.			
*C-2.3 The student can cite American Red Cross practice for treatment of poisoning.			
*C-2.4 The student can cite first aid for animal bites and stings.			
*C-2.5 The student knows how to apply a splint to a fracture.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
*C-2.6 The student is aware of basic first aid for heart attack victims.			
*C-2.7 The student can cite first aid for heat stroke and exhaustion.			
*C-2.8 The student can cite first aid for common health ailments.			
*C-2.9 The student knows technique to use in choking cases.			
*C-2.10 The student is aware of rescue techniques to be used in water by swimmers and non-swimmers.			
*C-2.11 The student is aware of implications in giving first aid to another.			
C-2.12 The student is aware of Medic Alert Symbols.			
D-1.1 The student has awareness of most commonly used drugs.			
D-1.2 The student has awareness of most commonly abused drugs.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
D-1.3 The student can explain consequences of drug abuse.			
D-2.1 The student is aware of function of four major body systems.			
D-2.2 The student can list major parts of their own reproduction system.			
D-2.3 The student has awareness of how conception occurs.			
D-2.4 The student can list methods of contraception.			
D-2.5 The student is aware of need for prenatal care.			
D-2.6 The student is aware of need for postnatal care.			
D-2.7 The student is aware of symptoms of venereal disease.			

* Minimal Behavioral Outcome Skills

Student Teacher, Parent Profile Chart

COMPETENCY

Student, Teacher, Parent Derived Behavioral Outcomes	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery

VOCATIONAL DEVELOPMENT/EVERYDAY SKILLS PROGRAM

COMPETENCY # IV HOUSING

Prince George's County Public Schools
Upper Marlboro, Maryland 20870

Edward J. Feeney, Superintendent of Schools
1977 - Revised

Joint Project by
Special Education Department and
Career Education Department

COMPETENCY IV

Housing

Educating students to become responsible and knowledgeable consumers is an important part of homemaking education. The Housing competency area alerts the students to the scope of the responsibilities they may anticipate as residents of apartments or houses.

The sub-competencies which comprise Housing are:

A. Exploring various types of housing
B. Seeking and obtaining housing
C. Seeking and obtaining utilities and appliances
D. Performing home repair and maintenance and/or obtaining such services from community sources
E. Awareness of the functions of tenant associations
F. Awareness of the various types of household insurance.

Although it is understandable that our students are not in a position to need housing now, they should be aware of the various situations and needs that might occur and subsequently be able to deal with any of those situations. Obtaining housing as well as furnishing and maintaining it is a sequential process relating to the individual buyer's/rental personal and financial situation. Our goal is to highlight the funcitonal skills necessary in participating in the housing venture. Many of these functional skills come under the heading of home repairs. In addition to saving on money, the ability to successfully accomplish many of the household repairs noted gives one a feeling of self worth and independence. Sub-competency D will provide the students the opportunity to develop a wide variety of handy person type skills.

Additionally linear measurement is included in the Competency (Sub-competency D). As noted in the Teacher's Handbook basic math skills are taught where appropriate. The household repair unit seemed a most propitious occasion to involve the students in this unit of measurement.

SUB-COMPETENCY A: ABILITY TO EXPLORE VARIOUS TYPES OF HOUSING

This sub-competency seeks to introduce to the students several types of housing available in their own neighborhoods. This sub-competency will offer a broader understanding regarding the various types of housing which will include the characteristics of various types of housing, features of renting and leasing, responsibilities associated with renting vs. buying, and characteristics of the renter and buyer.

SUB-COMPETENCY: A. ABILITY TO EXPLORE VARIOUS TYPES OF HOUSING

LEARNING GOAL:

A-1 Student will be able to identify various types of housing.

BEHAVIORAL OUTCOMES:

A-1.1 The student will be able to identify various types of housing that people obtain as evidenced by the student's listing (Communications Mode Optional) four distinct types of housing available to him/her.

*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Make a scrapbook, bulletin board, or posters of housing using pictures, brochures, media ads, home magazines, drawings, etc. dividing the scrapbook into categorized sections according to the type of housing (or small group making individual scrapbooks of a specified type housing). 2. Develop files categorizing types of housing. Files could include pictures, brochures, ads, drawings, etc. 3. Construct a chart listing types of housing and characteristics of each. Example: a. house (buy) b. apartment 1) multiple unit dwelling 2) high-rise 3) garden 4) efficiency or studio 5) condominium c. trailer 1) mobile unit 2) own 3) rent 4) need lot	HOUSE APARTMENT GARDEN APARTMENT HIGH-RISE CONDOMINIUM TOWNHOUSE ROWHOUSE TRAILER HOUSEBOAT ROOMING HOUSE BOARDING UNIT RENT MULTI-LEVEL DWELLING MOBILE OCCUPANT OCCUPANCY		**Text** **Kits** **Audio-Visual** **Other** Apartment Living Better Homes and Gardens Ladies Home Journal House and Home Home and apartment guide, Prince George's County Newspaper

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
d. townhouse or rowhouse 1) connected multi-level houses within an established development. 2) own/rent e. houseboat 1) boat either mobile or stationary, designed for long term occupancy 2) can be any type of boat, sail/cruiser 3) dockage (dry or water) 4) rent or private dock f. rooming house/boarding house 1) building with individual rooms for rent 2) limited cooking facilities 3) often communal bathrooms g. rooms in private homes (one or more rooms in private home rented). 4. Arrange class, small group or individual field trips surveying various types of housing in the general or specified area. (Take slides for future presentation to accompanied by an audio track.) 5. Chart various types of housing on a map using color coded tacks, indicating the type of housing on a street.			Text Kits Audio-Visual Other

SUB-COMPETENCY B: ABILITY TO SEEK AND OBTAIN HOUSING

For the students to be able to identify different types of housing only represents the initial stage of exploration. They must be able to seek and obtain their particular house in accordance with their individual needs. Factors to be taken into consideration are financial status, renting vs. buying, location with regard to transportation, job, shopping, school, and individual interests. Other factors of concern include the number of people to be housed/size of unit, furnished, vs. unfurnished, equipment in the unit, utilities fees included vs. utilities not included. This sub-competency further provides the students with a variety of resources for seeking out the chosen unit such as the media--newspapers, brochures, TV, radio, publications, home and apartment guides, real estate agents and touring. Additionally, a better understanding of performing the procedures for obtaining their unit is provided -- interviewing sales or rental agent, investigating the unit, filling out forms, lease agreements and rights and responsibilities of tenants and landlords.

SUB-COMPETENCY: B. ABILITY TO SEEK AND OBTAIN HOUSING

LEARNING GOAL:

B-1 Student will have a knowledge of the cost of housing in his/her community.

BEHAVIORAL OUTCOMES:

*B-1.1 Student will have knowledge of the cost of purchasing a home in his/her community as evidenced by his/her identifying three homes for sale in his/her community and the asking price.

B-1.2 Student will have a knowledge of the monthly mortgage costs of buying a home as evidenced by his/her (hypothetically) making a 10% down payment on one of the homes in B-1.1 and determining the monthly payments on the remaining amount.

*B-1.3 Student will have a knowledge of the cost of renting an apartment in his/her neighborhood as evidenced by his/her identifying three apartments for rent and their monthly rental fee.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students read real estate section of newspaper comparing costs, etc. 2. Have real estate/rental agent in for class discussion. 3. Obtain computer print-out information on houses for sale. 4. Identify amount of tax to be paid on a given house. 5. Visit apartment complexes to obtain brochures.	RENT BUY LEASE REAL ESTATE AGENT LANDLORD SECURITY DEPOSIT MORTGAGE MONTHLY PAYMENT DOWN PAYMENT		**Text** Everyday Reading and Writing, Follett The Phone Calls You Make The Newspaper You Read **Kits** Modern Consumer Education, Grolier 1) A House of Your Own 2) Tape A. A Place to Rent 3) You and Your Landlord 4) Contracts Housing, Money and Personal Problem Kit, Educational Projection Corp. **Audio-Visual** Daily Living Skills, Media Materials Inc. **Other** Home and Apartment Guide, Prince George's County Washington Star Washington Post Prince George's Journal Telephone Book

SUB-COMPETENCY: B. ABILITY TO SEEK AND OBTAIN HOUSING

LEARNING GOAL:

B-2 Student will be aware of the procedures involved in renting an apartment in his/her community.

BEHAVIORAL OUTCOMES:

*B-2.1 Student will investigate rental options in his/her community and select one in which he/she would like to live as evidenced by his/her noting the address of the apartment chosen as most appropriate.

*B-2.2 Student will be aware of any requirements for leasing the apartment selected in B-2.1 as evidenced by his/her determining whether any of the following conditions exist:

a. age requirement
b. security deposit
c. prohibitions regarding pets/children
d. number of people who may live in unit
e. whether or not utilities are included in rental fee.

*B-2.3 Student will be aware of the lease format and the stipulations it contains as evidenced by his/her obtaining a lease from the apartment selected in B-2.1 answering the following:

a. duration of lease
b. monthly rent
c. security deposit
d. conditions under which landlord may keep security deposit
e. number of days rent may be late
f. when rent is due
g. who rent is paid to
h. number of days notice required.

* Minimal Behavioral Outcome Skills

SUB -COMPETENCY: B. ABILITY TO SEEK AND OBTAIN HOUSING

LEARNING GOAL:

B-3 Student will understand the process of eviction.

BEHAVIORAL OUTCOMES:

B-3.1 Student will understand the basic provisions common in a standard lease. Success will be determined by listing at least five of these conditions. (Communications Mode Optional).

*B-3.2 Student will be aware of the reason why a landlord may serve an eviction notice. Success will be determined by stating three reasons for eviction. (Communications Mode Optional)

B-3.3 Student will be aware of conditions set forth to institute the eviction process as evidenced by the students explaining the responsibilities of the Landlord to the Tenant in the eviction process.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Visit rental agents and obtain information about leases (or have rental agent visit class). 2. Make bulletin board showing apartment brochures. 3. Have someone from sheriff's department visit class to discuss evictions, etc. 4. Set up learning station comparing leases. 5. Fill out application for renting an apartment.	LEASE APPLICATION EVICTION 30-DAY NOTICE SECURITY DEPOSIT APARTMENT MANAGER LANDLORD RENT UTILITIES LATE FEE	B-2.2 with VI, D-2.1	**Text** Every day Reading and Writing **Kits** Modern Consumer Education, Grolier 1) You and Your Landlord 2) A Home of Your Own 3) A Place to Rent - Tape **Audio-Visual** **Other**

SUB-COMPETENCY C: ABILITY TO SEEK AND OBTAIN UTILITIES AND APPLIANCES

The students will be faced with making decisions regarding types of home utilities and appliances they will need for their unit. The sub-competency provides the students with the experiences necessary for seeking, identifying and obtaining various types of home utilities and appliances along with their appropriate functions in accordance with the students' needs. An attempt is made to make the students cognizant of factors that must be considered such as cost of equipment, personal finances, cost and availability of various power sources, where to look and what to look for when buying. Since most of our students will be living in apartments, the emphasis is on how to operate those appliances he/she will use most frequently.

SUB -COMPETENCY: C. ABILITY TO SEEK AND OBTAIN UTILITIES AND APPLIANCES

LEARNING GOAL:

C-1 Student will exhibit a knowlege of the use of apartment appliances and procedures for having the utilities connected.

BEHAVIORAL OUTCOMES:

*C-1.1 Student will be aware of the procedure to follow in having utilities installed/connected as evidenced by by his/her explaining (Communications Mode Optional) the procedure to use regarding each of the following utilities:

a. telephone
b. electricity
c. gas.

C-1.2 Student will be aware of emergency steps to take for correcting faulty utility operation as evidenced by the student's stating (Communications Mode Optional) who to contact for utility repair.

*C-1.3 Student will have a knowledge of the proper use of apartment appliances as evidenced by his/her correctly stating the procudures for operating each of the following:

a. thermostat for heat and air conditioning
b. coin operated washer and dryer
c. dishwasher
d. garbage disposal
e. gas or electric range/oven/broiler.

* Minimal Behavioral Outcome Skills

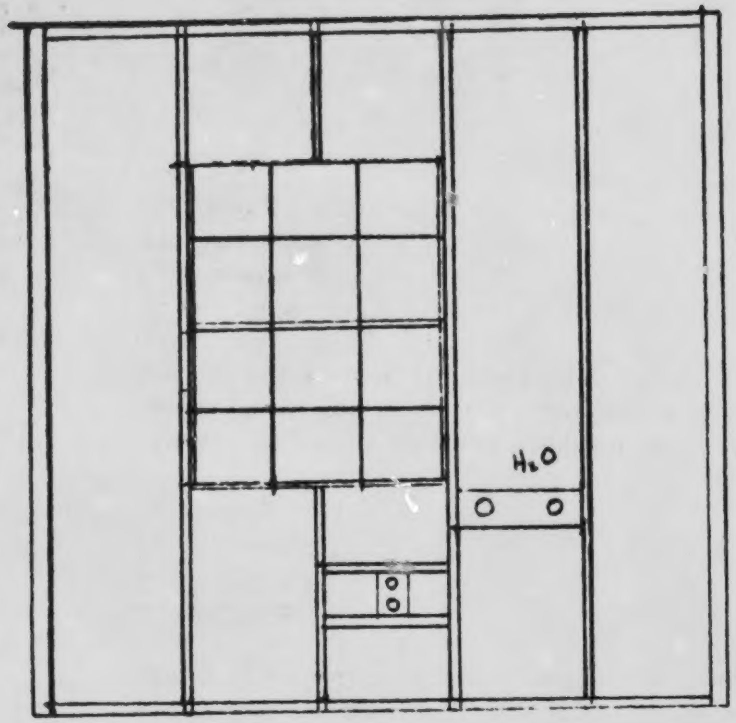
Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Make scrapbooks, files, bulletin boards, etc. of various types of home appliances using pictures, media ads, drawings, etc. including dishwashers, washer, dryer, refrigerator, stove, oven, garbage disposal, TV, radio, toaster, percolator, mixer, telephone, clock, heating and air condition unit, vacuum cleaner, etc.	OIL GAS ELECTRICITY WATER	C-1.3 with VI, C-1.6	Text
2. Make a collection of owners manuals. Have a class discussion on the uses of the owners manual. (Class activity using owners manuals.)			Kits
3. Visit home economic room.			
4. Have students make a list of appliances in his/her own home and how they are used.			
5. Take a field trip to appliance stores and power utility companies--taking slides to be used later in a slide presentation with student audio accompaniment.			Audio-Visual Modern Consumer Education, Grolier, Appliances Tape C - In Need of Repair
6. Develop a learning station teaching use of thermostat.			Other Apartment Living Better Homes and Gardens Good Housekeeping Ladies Home Journal
7. Look up numbers in phone book for repair/emergency service.			

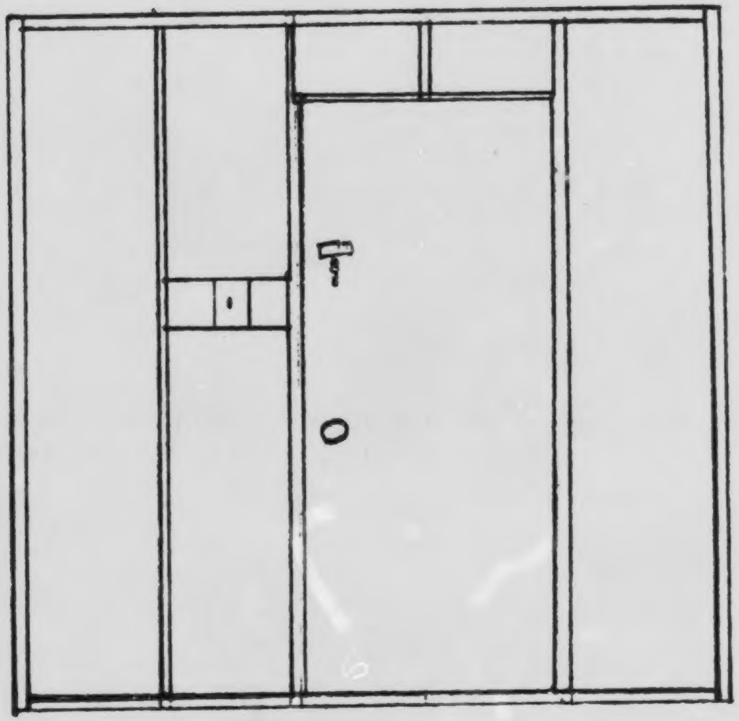
Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
			Text Kits Audio-Visual Other Redbook Family Circle Woman's Day Newspapers

SUB-COMPETENCY D: ABILITY TO PERFORM HOME REPAIR AND MAINTENANCE AND/ OR OBTAIN SUCH SERVICES FROM COMMUNITY SOURCES

The need for performing regular housecleaning duties, home repair, maintenance and general "handyman" type functions is an continuing task. This sub-competency will assist the students in identifying these various duties and functions. It also provides the students with an opportunity to perform repairs frequently needed in the home. Additionally, an emphasis is placed on seeking and obtaining community service for those repair and maintenance jobs which the students are unable to perform.

The "home repair learning station" can be built by an individual class or obtained through a work order from a vocational school. A rough design of a standard wall section (corner) that includes door, windows, etc. is presented on the following page. Obviously the design can be modified to meet individual constraints or conditions. Current prices (1977) suggest that the entire package can be purchased for less than $100.00, (does not include tools or expendables i.e., paint, wallpaper, etc.).

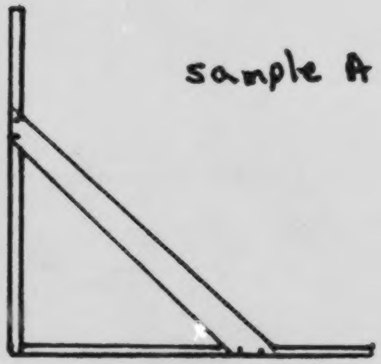




1. Two standard eight foot wall sections including windows, doors and hangers for electrical and sink.

2. These two sections should be attached forming a 90° angle and placed in a convenient corner in your room.

3. To add support to your home repair learning corner attached section of 2 x 4 or plywood to top (ceiling) as illustrated in sample A.



SUB-COMPETENCY: D. ABILITY TO PERFORM HOME REPAIR AND MAINTENANCE AND/OR OBTAIN SUCH SERVICES FROM COMMUNITY SOURCES

LEARNING GOAL:

D-1 Student can identify and perform the major housecleaning duties necessary for healthful living.

BEHAVIORAL OUTCOMES:

***D-1.1** Student is aware of the major housecleaning duties as evidenced by his/her listing (Communications Mode Optional) at least 3 continuing housecleaning tasks that should occur in:

a. kitchen
b. bathroom
c. bedroom
d. living room.

***D-1.2** Student is aware of tools, appliances, and/or supplies necessary to perform the housecleaning tasks identified in D-1.1. Success will be determined by the student's being able to list appropriate equipment and/or supplies used in:

a. kitchen
b. bathroom
c. bedroom
d. living room.

* Minimal Behavioral Outcome Skills

SUB-COMPETENCY: D. ABILITY TO PERFORM HOME REPAIR AND MAINTENANCE AND/OR OBTAIN SUCH SERVICES FROM COMMUNITY SOURCES

LEARNING GOAL:

D-1 Student can identify and perform the major house cleaning duties necessary for healthful living.

BEHAVIORAL OUTCOMES:

D-1.3 Student has the ability to use selected household cleaning equipment/supplies as evidenced by the student demonstrating and explaining the operation of:

a. vacuum cleaner
b. floor/furniture wax
c. rug shampooer
d. dust mop.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students list all the housecleaning duties they can think of: sweeping floors, vacuuming and shampooing carpets, dusting, window cleaning, sanitizing bathroom, wall cleaning, kitchen appliances cleaning, furniture polishing, washing and waxing floors, etc. 2. Play charade game where students have to pantomine a housecleaning duty. 3. Have students make a collection of housecleaning supplies: bottles and containers, utensils, etc. (detergents, wax, polish, toilet cleaner, stove cleaner, drain cleaner, mops, brooms, vacuum, etc.). 4. Take a field trip to supermarket: a. to locate shelf of household items, b. to compare prices. 5. Play a matching game where the students must match the housecleaning chore to the supply or supplies involved. 6. Read directions and caution labels on supplies.	CAUTION DANGER POISON DETERGENT WAX POLISH TOILET DRAIN OVEN FLAMMABLE INFLAMMABLE COMBUSTIBLE DIRECTIONS		Text Kits Modern Consumer Education, Grolier, Sound Filmstrip, The Language of Labels Sound Filmstrip, And Now A Word From Our Sponsor Audio-Visual Other

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
7. Have individual student presentation on how to perform a certain household cleaning duty actually performing the chore within the classroom using the proper supplies. During the presentation the student must explain any dangers involved with the supplies being used and what to do if swallowed, splashed in eyes or on skin, etc. 8. Collect ads from the paper on household supplies. 9. Make a poster of the poison sign. 10. Discuss the storage of housecleaning supplies.			Text Kits Audio-Visual Other

SUB -COMPETENCY: D. ABILITY TO PERFORM HOME REPAIR AND MAINTENANCE AND/OR OBTAIN SUCH SERVICES FROM COMMUNITY SOURCES

LEARNING GOAL:

D-2 Students can use Linear measurement

BEHAVIORAL OUTCOMES:

D-2.1 Student is aware of units of Linear measure as evidenced by the students ability to correctly list three measures of Linearity (inch, foot, yard, mile).

D-2.2 Students can apply units of Linear measure as evidenced by his/her correctly matching (or identifying) pieces of material measuring:

a) one inch
b) one foot
c) one yard

* Minimal Behavioral Outcome Skills

SUB -COMPETENCY: D. ABILITY TO PERFORM HOME REPAIR AND MAINTENANCE AND/OR OBTAIN SUCH SERVICES FROM COMMUNITY SOURCES

LEARNING GOAL:

D-2 Students can use linear measurement.

BEHAVIORAL OUTCOMES:

D-2.3 Students can use three common units of Linear measure as evidenced by his/her correctly citing:

a) own height in inches (nearest inch)
b) foot size in inches (nearest inch)
c) own height in feet and inches (nearest inch)
d) own height in yards.

D-2.4 Students can use ruler (12 inch) for measuring. Success will be determined by students correctly measuring:

a) foot length in inches (nearest inch)
b) own height in inches (nearest inch)
c) own glove size
d) distance between two studs on home repair learning corner.

D-2.5 Student can recognize "fraction of an inch" as evidenced by his/her identifying (Communications Mode Optional) $\frac{1}{2}$ inch and $\frac{1}{4}$ inch graduation marks on ruler (12 inch).

* Minimal Behavioral Outcome Skills

SUB-COMPETENCY: D. ABILITY TO PERFORM HOME REPAIR AND MAINTENANCE AND/OR OBTAIN SUCH SERVICES FROM COMMUNITY SOURCES

LEARNING GOAL:

D-2 Students can use linear measurement.

BEHAVIORAL OUTCOMES:

D-2.6 Student can apply concept of "fractions of an inch" as evidenced by his/her correctly measuring (and expressing results in terms of inches and fractions of an inch):

a) own height
b) length and width of paper in notebook
c) length of thumb
d) width of classroom door.

D-2.7 Student can convert feet to inches as evidenced by his/her correctly noting the number inches in:

a) one foot
b) two feet
c) three and a half feet.

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* Minimal Behavioral Outcome Skills

SUB -COMPETENCY: D. ABILITY TO PERFORM HOME REPAIR AND MAINTENANCE AND/OR OBTAIN SUCH SERVICES FROM COMMUNITY SOURCES

LEARNING GOAL:

D-2 Students can use linear measurement.

BEHAVIORAL OUTCOMES:

D-2.8 Student can determine perimeter. Success will be determined by his/her correctly applying the formula 2L + 2W = Perimeter in the following examples:

a) perimeter of student desk
b) perimeter of school athletic field.

D-2.9 Student can compute square area. Success will be determined by students correctly applying formula L x W = Area in the following examples:

a) number of square feet of floor surface in classroom.
b) number of square feet of wall surface on one classroom wall.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have class discussion of historical units. (Example: The human foot as a unit of measuring a foot; from the nose to the tip of the extended arm as a unit for measuring a yard). 2. Have students measure each other's height in inches, feet, and yards. 3. Have students measure objects in the room. 4. Have class discussion of world-breaking records (tallest person, etc.) from Guiness Book of World Records. 5. Measure homemade or different brands of cookies (or something else unique to measure) to fractions of an inch. 6. Measure the football or basketball court in feet and yards. 7. Find the perimeter and area of the classroom. 8. Figure the area of a room and find out how much it would cost to carpet it.	INCH FOOT YARD LINEAR MEASURE WIDTH LENGTH PERIMETER AREA		**Text** Measure Up - Fearon Everyday Reading and Writing, New Readers' Press Learning About Measurement, Frank Richards Kits Measurement Series Audio-Visual Measurement and Man Other

SUB -COMPETENCY: D. ABILITY TO PERFORM HOME REPAIR AND MAINTENANCE AND/OR OBTAIN SUCH SERVICES FROM COMMUNITY SOURCES

LEARNING GOAL:

D-3 Student will be able to identify and perform general "handyman" type functions.

BEHAVIORAL OUTCOMES:

D-3.1 Student can identify "handyman" tasks performed in the home as evidenced by his/her listing and explaining (Subjective Judgment of the Teacher) at least two such tasks for each room in the apartment/house.

*D-3.2 Student can successfully perform a variety of "handyman" skills as evidenced by his/her demonstrating:

a. how to change a light bulb
b. how to plunge a clogged drain**
c. how to repair a leaky faucet**
d. how to shut off main water supply
e. how to caulk (sink-tub)**
f. how to hang a curtain-drape**
g. how to use a moly bolt**
h. how to spackle a hole in wall**
i. how to install a "charley-bar"
j. how to replace filter in air conditioning system
k. how to paint a wall**
l. how to hang wallpaper**
m. how to change vacuum cleaner bagg
n. how to remove hinge from a door**
o. how to change fuse/reset circuit breaker
p. how to replace broken window pane **

* Minimal Behavioral Outcome Skills

SUB -COMPETENCY: D. ABILITY TO PERFORM HOME REPAIR AND MAINTENANCE AND/OR OBTAIN SUCH SERVICES FROM COMMUNITY SOURCES

LEARNING GOAL:

D-3 Student will be able to identify and perform general "handyman" type functions.

BEHAVIORAL OUTCOMES:

q. how to remove and replace door hardware (lock, hinge, hinge pin)**
r. how to install chain lock*
s. how to repair window glass*
t. how to find wall studs*
u. how to install window lock*
v. be creative, there are many others.

*Minimal Behavioral Outcome Skills
**to be performed on the home repair learning center

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students list all the handyman contents they can think of (changing light bulbs, hanging wall fixtures, replacing and tightening screws and nails in furniture and appliances, unclogging toilet and drains, replacing filters in appliances, touching up paint, replacing washers on faucets, replacing caulking around sinds and bath, changing locks, replacing electric cords and plugs, etc.). 2. Make a collection or bulletin board of tools that would be convenient to have in any house (screwdriver-phillips and flat, adjustable wrench, hammer, plunger or snake, pliers, assorted nails, nuts, screws and washers). 3. Play a match game where students must match tool with its name. 4. Have individual students demonstrate the use of the identified tools to perform a task (audiovisual taping or take slides for later presentation). 5. Play a match game where students must select the necessary tools for a specified task. 6. Arrange for a field trip to a hardware store.	SCREWS NAILS NUTS BOLTS WASHERS CAULKING PLUGS OUTLET FILTERS SCREWDRIVER PHILLIPS FLAT ADJUSTABLE WRENCH HAMMER PLUNGER SNAKE PLIERS TRIMMER CAULKING GUN SPACKLE LATEX PUTTY PASTE SQUARE		Text Everyday Reading and Writing The Happy Housekeeper, Livingston Turner Kits The Home Repair Learning Center Audio-Visual Building Home Maintenance, Audio Fidelity of Maryland Corp. Carpentry Plumbing Electrical Painting Papering and Plastering Cardinal Learning, Audio Fidelity of Maryland Corp. Other Handyman Magazine Workbench Popular Mechanics

SUB-COMPETENCY: D. ABILITY TO PERFORM HOME REPAIR AND MAINTENANCE AND/OR OBTAIN SUCH SERVICES FROM COMMUNITY SOURCES

LEARNING GOAL:

D-4- Student knows how to obtain service for those household repairs he/she cannot perform.

BEHAVIORAL OUTCOMES:

D4 .1 Student knows how to obtain craftsperson for assistance on repairs as evidenced by his/her being able to explain and show where he/she would look in yellow pages to obtain services of an electrician, TV repairman, plumber, carpenter, locksmith.

*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Give students list of repairs or tasks. The students must mark which ones they think they can perform themselves and which they will need outside assistance on. 2. Have group discussion on where to look for outside services (phone book, media advertisements, friends, relatives and neighbors, word of mouth, brochures). 3. Do a phone book exercise where students must locate specified services or shops. 4. Collect media ads and brochures for home repairs and services. 5. Have a group discussion on what to look for when purchasing services (price and method payment, reputation, guarantee for quality of work, location).	REPUTATION WARRANTY GUARANTEE		**Text** Everyday Reading and Writing Where To Go, Who To See, What To Do Kits Scope Activity Kit, Modern Consumer Education, Grolier, Tape, In Need or Repair, Tape Fraud Audio-Visual Daily Living Skills, Media Materials Inc. Other Phone Book Newspapers

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
6. Provide for small group activity where each group is given a list of repairs or services needed. They will then, use any resources to obtain the services needed. They will place their outcomes on a chart. After all individual charts are completed, the class will meet together comparing prices, means of locating services, guarantees, etc.			Text

SUB-COMPETENCY E: ABILITY TO EXPLORE VARIOUS PRIVARE AND PUBLIC TENANT ASSOCIATIONS AND SERVICE AGENCIES

Knowledge of who to see or call upon when in need of service may alleviate many headaches. The students possibly maybe confronted with a variety of problems associated with their housing unit. This sub-competency focuses on some of the public and private agencies that may be of assistance. For example, agencies such as the Landlord Tenant Association, Legal Aid Societies, Welcome Wagon, Consumer Protection Commission, Individual Apartment Tenant Association and the local media. A list of sources for locating these various agencies is included.

SUB-COMPETENCY: E. AWARENESS OF THE FUNCTION OF TENANT ASSOCIATIONS

LEARNING GOAL:

E-1 Student will be able to identify and use various private and public tenant associations and service agencies.

BEHAVIORAL OUTCOMES:

E-1.1 Student is aware of any tenant associations in his/her community. Success will be determined by the student's contacting local government housing agency and using telephone book to determine if such agencies exist in the community.

E-1.2 Student is aware of functions of local tenant's associations as evidenced by his/her explaining how they assist tenants (Subjective Judgment of the Teacher).

*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Discuss with students various private and public tenant associations and service agencies (list from sub- competency E). 2. Have guest speakers from some of the agencies. 3. Play a matching game where the student is given a problem and must choose the agency or agencies to call for assistance. 4. Have class discussion on how to locate assistance (phone book, phone information, court house information number, rental office, local city council number, local chamber of commerce number, local newspaper number). 5. Make a chart or bulletin board listing specific public agencies, their functions, and phone numbers.	WELCOME WAGON LANDLORD TENANT ASSOCIATION LEGAL AID SMALL CLAIMS COURT CONDOMINUM ASSOCIATION TENANT ASSOCIATION CONSUMERS PROTECTION COMMISSION	E-1.1 with VII, C-4.1	Text Everyday Reading and Writing Buyers Beware, Scott Foresman Housing Conflicts, Scott Foresman Where To Go, What To See, What To Do Kits Modern Consumer Education, Grolie Getting A Lawyer Common Problems with Civil Law You and Your Landlord Audio-Visual Other Newspaper Telephone Book

SUB-COMPETENCY F: AWARENESS OF THE MAJOR TYPES OF HOUSEHOLD INSURANCE

While there are a wide variety of insurance options available to apartment dwellers and home owners, concern here is with giving the students an awareness of their existence. If our students move from their present home, they will in most instances move into an apartment. They should be aware of the fact that they can purchase insurance on their personal belongings (including furniture) if they so desire. By the same token they should similarly understand the broad coverage available to homeowners under the typical homeowners policy.

SUB-COMPETENCY: F. AWARENESS OF MAJOR TYPES OF HOUSEHOLD INSURANCE

LEARNING GOAL:

F-1 Student is aware of major types of insurance protection for personal property and belongings available to him/her.

BEHAVIORAL OUTCOMES:

F-1.1 Student is aware of the insurance protection that he/she may purchase as renter in an apartment as evidenced by his/her being able to explain the premium cost of insuring his/her furniture and personal belongings with a selected insurance company.

F-1.2 Student has a general understanding of coverage given by a homeowners insurance policy as evidenced by his/her being able to list three coverage features of a selected insurance company's homeowners policy.

*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Contact any insurance representative and ask him/her to talk with class regarding options available to them.	HOMEOWNERS POLICY AGENT COVERAGE	F-1.1 with V, A-6.5	Text Live Today, Mafex, Inc. Insuring Your Live, Income, Property, Follett Publishing Co.
2. Construct a learning station comprised of insurance terms.			
3. Construct a learning station highlighting premium due notices and/or policies.			Kits
4. Compare two or three companies in terms of cost for a given standard coverage.			Audio-Visual
			Other

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
A-1.1	The student can identify four distinct types of housing.			
*B-1.1	The student has knowledge of the cost of purchasing a home in his or her community.			
B-1.2	The student has the knowledge of the monthly mortgage costs of purchasing a home in his/her community.			
*B-1.3	The student knows the cost of renting an apartment in his/her neighborhood.			
*B-2.1	The student can select an apartment of his/her choice.			
*B-2.2	The student can list requirements for leasing an apartment.			
*B-2.3	The student can describe format and stipulations of selected apartment unit.			
B-3.1	The student can list five basic provisions of a standard rental lease.			
*B-3.2	The student can state three reasons for eviction.			
B-3.3	The student can explain eviction process.			
*C-1.1	The student can explain procedure to have utilities installed/connected. 485			486

*** Minimal Behavioral Outcome Skills**

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
C-1.2	The student can state emergency procedures to follow in event of faulty operation of given utility.			
*C-1.3	The student can operate apartment:			
	a. thermostat			
	b. coin operated washer-dryer			
	c. dishwasher			
	d. garbage disposal			
	e. gas/electric range.			
*D-1.1	The student can list major apartment cleaning duties.			
*D-1.2	The student is aware of tools/supplies needed to perform housecleaning tasks.			
D-1.3	The student can demonstrate use of:			
	a. vacuum cleaner			
	b. floor/furniture wax			
	c. rug shampooer			
	d. dust mop.			
D-2.1	The student can list three measures of Linearity.			

* Minimal Behavioral Outcome Skills

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
D-2.2	The student can apply units of Linear measure (inch, foot, yard).			
D-2.3	The student can use three common Linear measures in citing height and sizes.			
D-2.4	The student can use 12-inch ruler.			
D-2.5	The student can recognize common "fractions of an inch."			
D-2.6	The student can apply concept of fractions of an inch given four measuring instances.			
D-2.7	The student can convert feet to inches.			
D-2.8	The student can compute perimeter.			
D-2.9	The student can compute square area.			
D-3.1	The student can identify two "handyman" tasks for each room in an apartment.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	**INDICATE DATE**		
	Introduced	**Partial Mastery**	**Complete Mastery**
*D-3.2 The student can perform task of:			
a. changing a light bulb			
b. plunging clogged drain			
c. repairing leaky faucet			
d. shutting off main water valve			
e. caulking sink/tub			
f. hanging curtain drape			
g. using moly bolt			
h. spackling hole in wall			
i. installing "charley bar"			
j. replacing filter			
k. painting a wall			
l. hanging wallpaper			
m. changing vacuum cleaner bag			
n. removing hinge from door			
o. replacing fuse/resetting circuit breaker			
p. replacing broken window pane			
q. remove and replace door hardware (lock, hinge, hinge pin)**			
r. install chain lock*			
s. repair window glass*			
t. find wall studs*			
u. install window lock*			
v. Be creative; there are many others.			

**to be performed on the home repair learning corner

*** Minimal Behavioral Outcome Skills**

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
D-4.1	The student can contact craftsperson to obtain home repair service.			
E-1.1	The student can contact local tenant association.			
E-1.2	The student can explain functions of tenant association.			
F-1.1	The student can explain cost and general coverage available to apartment dweller on his/her furniture and personal belongings.			
F-1.2	The student can explain general features of homeowners insurance policy.			

* Minimal Behavioral Outcome Skills

Student Teacher, Parent Profile Chart

COMPETENCY IV: HOUSING

Student, Teacher, Parent Derived Behavorial Outcomes	INDICATE DATE Introduced	Partial Mastery	Complete Mastery

VOCATIONAL DEVELOPMENT/EVERYDAY SKILLS PROGRAM

COMPETENCY #V CONSUMERISM

Prince George's County Public Schools
Upper Marlboro, Maryland 20870

Edward J. Feeney, Superintendent of Schools
1977 - Revised

Joint Project by
Special Education Department and
Career Education Department

COMPETENCY V

Consumerism

We are all consumers. It is therefore important that the student be made aware of selective buying and the options involved in purchasing an item: that they possess a functional knowledge of sound and practical methods of buying, using, and obtaining goods. The old adage, "Let the buyer beware," has hardly served customers well. Knowledge and understanding are the best protection against deceptive consumer practices.

Within each sub-competency, learning goals are defined and behavioral outcomes are identified. The outcomes serve as evaluative criteria for the consumer competency. The primary emphasis in each sub-competencies on developing consumer awareness.

The sub-competencies which comprise CONSUMERISM are:

A. Wise Buying
B. Financing Purchases
C. Consumer Awareness and Protection

For each sub-competency behavioral outcomes are listed. There are 32 behavioral outcomes identified throughout this competency. Those representing minimal essential skills have been asterisked (*).

Preceding each sub-competency area is an introduction which explains the rationale for the goals established. It is hoped that this introduction will serve as a guide for better understanding the scope and sequence of each area.

SUB-COMPETENCY A: WISE BUYING

In today's high pressured, fast-paced society, we frequently fall into the trap of buying goods based on immediacy of need rather than taking the time to investigate quality, quanity and long-range necessity of various items. The sub-competency of Wise Buying is considered to be essential in order that students become aware of the concept of comparative shopping and be able to utilize this concept in purchasing items necessary for everyday living. The areas of food, furniture, clothing, cars, insurance and appliance purchasing are considered to be of utmost importance in an individual's life style. The overall theme of buying to fit needs, not desires, should be stressed with students so that they may become aware of how to relate purchases to living habits thus enabling him/her to better utilize their earnings.

LEARNING GOAL:

A-1 Student will gain an understanding (of the Fact) that he/she is a consumer and that he/she has the option to be a wise consumer.

BEHAVIORAL OUTCOMES:

*A-1.1 The student will gain an understanding that he/she functions as a consumer as evidenced by his/her indicating (Communications Mode Optional) seven ways in which he/she has been a buyer or user of goods or services.

A-1.2 The student will develop an understanding of the difference between goods and services as evidenced by his/her correctly categorizing the following list as to goods or services:

a. purchasing a record
b. going to the health department
c. opening a savings account
d. shopping for groceries
e. buying a car
f. calling the fire department for help.

*A-1.3 Student will develop an awareness of the fact that he/she, as a consumer, has a choice in the purchase of goods and services, as evidenced by his/her selecting a given goods or service and comparing cost and quality at three different locations.

*A-1.4 The student will gain an awareness that he/she can gain assistance in making consumer choices as evidenced by his/her being able to name one consumer organization and one consumer publication available. (Communications Mode Optional)

*** Minimal Behavioral Outcome Skills**

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have student keep a record of his/her daily activities for several days, noting times and items being consumed. 2. Have student visit stores, etc. for comparing prices (include school store). 3. Visit library to find out number of consumer publications available. 4. Make a bulletin board showing goods and services. 5. Construct a learning center: Student categorizes items as to goods and services.	CONSUMER (ISM) GOODS SERVICES SHOPPING AROUND COMPARATIVE SHOPPING		Text Living In a Consumer's World Globe Book Co. Wise Buying, Family Development Series, Steck-Vaughn, Inc. Kits Audio-Visual Consumerism, Relevant Productions Comparative Shopping, Relevant Productions, Inc. Other

LEARNING GOAL:

A-2 Student will be cognizant of comparative methods of shopping for food.

BEHAVIORAL OUTCOMES:

*A-2.1 Student will be aware of the daily newspaper (food section) as a comparative technique for shopping as evidenced by his/her listing (Communications Mode Optional):

a. special sales
b. cutting out coupons
c. comparing prices between 2 or more stores for a specific item.

*A-2.2 The student will be aware that brand name products for chain grocery stores are cheaper than national brand names, but not always better as evidenced by his/her:

a. comparing cost of national brand name vs. store brand names on a cake mix
b. comparing the quality of the selected cake mixes.

A-2.3 Students will be aware that, generally, prepared foods cost more than unprepared foods as evidenced by his/her comparing the prices of the following:

a. whole vs. cut-up chicken
b. canned sandwich spread vs. homemade
c. store-made potato salad vs. homemade
d. store-made cake (already prepared) vs. homemade cake (from a mix).

* Minimal Behavioral Outcome Skills

SUB -COMPETENCY: A. WISE BUYING

LEARNING GOAL:

A-2 Student will be cognizant of comparative methods of shopping for food.

BEHAVIORAL OUTCOMES:

*A-2.4 Student will have an understanding that convenience store prices are usually higher than supermarket prices as evidenced by his/her comparing the cost of the following items in the two stores:

a. bread
b. eggs
c. soda.

*A-2.5 Student will gain an understanding that he/she can usually determine the freshness of perishable items through the use of food dating as evidenced by his/her selecting the freshest product from among three dates.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have student collect empty food containers from home that are food dated to add to a class collection. Student may demonstrate the order of freshness. 2. Have student select items from a magazine and a newspaper to find as many sale items, coupons and advertised specials. 3. Organize a shopping trip to convenience store and supermarket where the student would compare advantages and disadvantages of buying three different items. 4. While on the fild trip described in #3, the student will select and purchase a prepared and unprepared item to cook and compare the cost and the quality at school (if possible) or at home. 5. Present student with a store brand and a national brand of a specific item. In small groups students may compare quality and price. Student then should be given the opportunity for a taste test to discuss quality.	FRESH FOOD DATE COUPON SALE LIMITED VOID SPECIAL ADVERTISED UNADVERTISED CONVENIENCE SUPERMARKET PREPARED UNPREPARED QUALITY COST FROZEN PACKAGED INGREDIENT FRESH CANNED QUANITY SIZE POUND OUNCE QUART PINT CUP	C-1.1 (Internal)	**Text** Living In A Consumer's World Globe Book Co., Inc. Useful Arithmetic Vol. I, Frank E. Richards Publications, Inc. Consumer Buying Allied Education **Kits** **Audio-Visual** Food, Clothing, and Shelter Grolier Educational Corp. Consumer Education Series Interpretive Series Cities and Shopping: Where We Get Our Food Food Preparation: Some Basic Ideas A Chemical Feast Your Money's Worth DEF Media Consumer Economics Scholastic Scope Visuals

SUB -COMPETENCY: A. WISE BUYING

LEARNING GOAL:

A-3 Student will have the ability to make wise decisions regarding the purchasing of clothing.

BEHAVIORAL OUTCOMES:

*A-3.1 The student will be aware that quality in clothing is a difficult feature to determine and that, if one does not know the criteria for judging quality in clothing, the best guide would be to shop in a store noted for good quality, low price and good service. Success will be determined by the student identifying two stores in his/her community known to have those characteristics.

A-3.2 The student will be able to make a subjective judgment on the purchase of a given item regarding quality and cost as evidenced by his/her comparing a given item at two different stores.

A-3.3 The student will be aware that purchasing fad clothing is not an economically sound decision as evidenced by being able to name (Communications Mode Optional) items of clothing that were once fads and are no longer in fashion.

*A-3.4 The student will be aware that the amount of care an item of clothing needs is a factor to consider in wise buying. Success will be demonstrated by the student's determining (Communications Mode Optional) from clothing labels, the amount of care needed and the cost.

A-3.5 The student will be aware that there are conditions under which clothing may be returned to the store and the procedure for returning such merchandise as evidenced by his/her identifying two conditions and stating the procedure to follow in returning those items.

*A-3.6 The student will be knowledgeable of his/her own clothing sizes as evidenced by he/she being able to list sizes for the following: suit, shirt (men's), blouse, dress, skirt, shoe, sock.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Present clothing items to student to identify examples of different cleaning instructions. Where possible, demonstrate the care indicated. 2. Prepare a collection of sales slips for clothing purchases of students. A comparison may be done when two of the same items have been purchased by students as to place of purchase, (specialty or department store), price, and quality through discussion. 3. Utilizing the receipts collection described in #2, have students role play a situation of returning and exchanging a given article of clothing. One student may play the customer and one may be the store employee. 4. Have students visit a shopping center to compare prices of items at specialty vs. department stores. 5. Develop a learning station regarding purchase return situations. Student has to determine whether an item could be returned.	SIZE DRESS PANTS SHIRT SKIRT BLOUSE SWEATER SOCKS OVERALLS UNDERWEAR SHOES STOCKINGS JUNIOR MISSES SMALL(S) MEDIUM (M) LARGE (L) EXTRA LARGE (XL) PRICE COST WASH N' WEAR DRY CLEAN ONLY PERMANENT PRESS DRIP DRY TUMBLE COOL MEDIUM	A-3.4 with VI, C-1.4 A-3.4 with III, A-2.5	Text Consumer Buying Allied Education Let's Go Shpping Frank E. Richards Wise Buying, Be Informed Series New Readers Press Clothing, Grolier Educational Corp. Audio-Visual Food, Clothing and Shelter Grolier Educational Corp. Consumer Education Series, Interpretive Education Retail Credit Buying: Consumer Education Credit: Consumer Power Buying From A Catalog, Media Materials, Inc. Other Catalogues from Sears, Montgomery Ward, etc.

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
6. Have home economics teacher give demonstration on items to look for in judging quality. 7. Select an item of clothing in a catalogue and measure self for size.	FLAT LINEN NO IRON TEMPERATURE BLEACH HANDWASH RECEIPT SPECIALTY DEPARTMENT STORE STORE CREDIT EXCHANGE CASH CREDIT		Text Kits Audio-Visual Other

LEARNING GOAL:

A-4 Student will be able to identify appropriate furniture purchasing techniques.

BEHAVIORAL OUTCOMES:

A-4.1 Student will be aware that quality, as well as cost, is an important consideration in buying furniture as evidenced by his/her looking up a student selected item in Consumer Report and comparing cost and quality of construction.

*A-4.2 Student will gain an awareness of his/her basic furniture needs and their costs as evidenced by his/her planning the furniture for a one-bedroom apartment and figuring the total cost.

A-4.3 Student will gain an awareness of the potential savings found in used and unfinished furniture as evidenced by his/her comparing the cost of furniture items selected in A-4.2 with the same items used or unfinished.

*A-4.4 Student will be aware of the difference in cost between furnishing his/her apartment (A-4.2) from a discount store and a furniture specialty store as evidenced by his/her comparing the total cost of his/her selected furnishings at several area stores.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have each student choose a selected furniture piece. Take a field trip to a discount store or warehouse and a furniture specialty store. Student may examine the piece he/she has chosen in each. A class discussion would follow where student can report on his/her findings. 2. Provide student with a list of furniture from a used, unused, and unfinished furniture store, indicating prices next to each. (Furniture should be dealing with a specific given room.) In small groups, students will be given a limited budget and asked to select furniture appropriate for that room. 3. Have students make a list of minimal amount of furniture needed to furnish apartment. 4. Do bulletin board or make scrapbook on different furnishings. 5. Read Apartment Living, Better Homes and Gardens, House Beautiful, etc. to compare styles, needs, costs. 6. Read Consumer Report and compare costs and quality of items.	DISCOUNT WAREHOUSE CHAIR RECLINER END TABLE LAMP BUREAU DRESSER CHEST OF DRAWERS HEADBOARD BOX SPRING MATTRESS SOFA COUCH COFFEE TABLE USED NEW FINISHED UNFINISHED OLD ANTIQUE		Text Kits Cars, Furniture and Appliances, Grolier Educational Corp. Audio-Visual Other

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LEARNING GOAL:

A-5 Student will be aware of the factors involved in the selection of a car.

BEHAVIORAL OUTCOMES:

*A-5.1 Student will gain an understanding that his/her selection of a car is dependent on several considerations as evidenced by the student's stating (Communications Mode Optional) his/her needs in the following areas:

a. size of car needed
b. amount of traveling done vs. mpg of selected cars
c. maintenance costs
d. amount of money available to spend
e. amount of money needed to insure car.

A-5.2 Student will be aware that car dealers may sell the same make and model automobile for different prices as evidenced by his/her reporting (Communications Mode Optional) on the cost of a selected make and model car at three different dealers.

A-5.3 Student will gain an awareness of the standard maintenance costs of all automobiles as evidenced by his/her reporting (Communications Mode Optional) the standard maintenance costs (tune-ups, tires, oil, antifreeze) for the car selected in A-5.2.

*A-5.4 Student will have a knowledge of the factors to consider in buying a used car as evidenced by his/her listing (Communications Mode Optional) four things to check on a used car one is considering buying.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Select three ads from newspaper and compare the best buy by visiting or calling dealerships. 2. Have small groups make a poster comparing advantages and disadvantages of buying a new and/or used car. 3. Make a class list of things to look for in buying a used car. 4. Make up a list of maintenance needs for a specific model of car. Have student determine car needs by calling and/or visiting an auto shop, gas station, etc. to get an estimate of cost. 5. Have student compare gas prices from neighboring stations to compute cost and determine best buy per gallon. 6. Compare a warranty of a new and used car. 7. Have student make up cards to match functional vocabulary with pictures.	NEW USED VALUE ORIGINAL COST DEALERSHIP CLASSIFIED CAR MODELS EXTRAS STANDARD MODEL GAS STATION GALLON MILEAGE GAUGE SELF SERVICE FULL SERVICE BRAKES ENGINE MUFFLER TIRES ALIGNMENT WARRANTY RADIATOR GENERATOR CARBORATOR OIL LUBRICATION		Text Kits Checking Out A Used Car, Grolier Educational Corp. The Costs of Running A Car, Grolier Educational Corp. Audio-Visual Cars, Furniture and Appliances Grolier Educational Corp. Auto Mechanic and Technician Your Money's Worth DEF Media Corp. Buying a Used Car Relevant Productions, Inc. Financing a Car Relevant Productions, Inc.

LEARNING GOAL:

A-6 Student will be able to identify his/her insurance needs and select appropriate policies.

BEHAVIORAL OUTCOMES:

*A-6.1 Student will become aware of the state requirements for automobile insurance as evidenced by his/her listing (Communications Mode Optional) the minimum state requirement.

A-6.2 Student is aware of the cost of car insurance for himself/herself as evidenced by his/her reporting (Communications Mode Optional) the cost of an insurance policy carrying minimum coverage on either the car he/she is presently driving or would like to drive.

A-6.3 Student will be able to determine his/her life insurance needs by (Communications Mode Optional) examining various types of policies and choosing those pertinent to him/her and the cost of such a policy.

A-6.4 Student will be able to determine his/her health insurance needs by (Communications Mode Optional) examining various types of policies and choosing those pertinent to him/her and the cost of such a policy.

*A-6.5 Student will have a knowledge of the difference between fire, theft, apartment and homeowners insurance as evidenced by his/her listing (Communications Mode Optional) the benefits of each and stating which one(s) he/she might need.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Conduct class discussion of the state requirements for auto insurance: 1) property liability, 2) medical liability, 3) uninsured motorist. 2. Conduct class discussion of collision and comprehensive insurance benefits. 3. Obtain a speaker from two major life insurance companies. 4. Look over sample health and home insurance policies to compare the benefits of different companies. 5. Have student write or call three home insurance agencies for brochures for class discussion to determine the best policy for individual needs.	PREMIUMS BENEFITS LIABILITY BENEFICIARY PAYMENTS UNINSURED MOTORIST COVERAGE DAMAGES INSURED COLLISION COMPREHENSIVE DEDUCTIBLE FAMILY POLICY SPECIAL TERM INSURANCE CASH-VALUE INSURANCE DEATH BENEFITS STRAIGHT LIFE LIMITED PAYMENT ENDOWMENT INSURANCE DIVIDENDS WAIVER OF PREMIUM SOCIAL SECURITY	A-6.5 with IV, F-1.1, F-1.2	Text Kits If Anything Happens to Me, Grolier Educational Corp. Health Insurance to Fit Your Needs, Grolier Educational Corp. Audio-Visual Automobile Insurance, Interpretive Education Buying Health Care, Changing Time Educational Service Insurance Relevant Productions Inc. Other Life Today, Mafex Associates Inc.

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
	DISABILITY PAY WORKMEN'S COMPENSATION SURVIVORS' BENEFITS GROUP LIFE MEDICAL SURGICAL INSURANCE HOSPITAL INSURANCE MAJOR MEDICAL REGULAR MEDICAL INDEMNITY BENEFITS LIMITATIONS AND EXCLUSIONS		Text Kits Audio-Visual Other

SUB -COMPETENCY: A. WISE BUYING

LEARNING GOAL:

A-7 Student will be aware of factors to be considered in selecting appliances.

BEHAVIORAL OUTCOMES:

*A-7.1 Student will be aware that appliance needs are determined by budget, family size and life style as evidenced by his/her selecting those appliances (from the list below) he/she would need in setting up an apartment:

a. clock
b. radio
c. TV
d. washer
e. dryer
f. dishwasher
g. iron
h. toaster
i. mixer
j. hair dryer
k. blender
l. fan
m. stereo
n. electric fry pan
o. electric razor.

*A-7.2 Student will be aware of the differences in cost of appliances in various types of stores as evidenced by his/her selecting a brand-name appliance from the list in A-7.1 and reporting (Communications Mode Optional) the cost at: a) a discount store, b) a catalogue store, and c) a department store.

* Minimal Behavioral Outcome Skills

SUB-COMPETENCY: A. WISE BUYING

LEARNING GOAL:

A-7 Student will be aware of factors to be considered in selecting appliances.

BEHAVIORAL OUTCOMES:

A-7.3 Student will be aware that the appliances he/she purchases come with standard performance guarantees and that these may be used as indicators of quality as evidenced by his/her reporting (Communications Mode Optional) items included in the warranties for three brands of the appliance selected in A-7.2 and choosing the appliance with the most appropriate warranty.

A-7.4 The student will gain the knowledge that he/she can obtain information regarding quality vs. cost of appliances in consumer publications as evidenced by his/her reporting the rating of selected brand-name appliances (from A-7.2) in Consumer Report.

* Minimal Behavioral Outcome Skills

SUB-COMPETENCY B: FINANCING PURCHASES

Financing Purchases gives the consumer a way to buy items he/she may need or want, but does not have sufficient money to obtain. However, many new consumers are not aware of the many pitfalls of credit buying. The purpose of this sub-competency is to make the student aware of selected issues, viz., overspending, high interest rates, and how to select from the lending agencies available to him/her.

SUB-COMPETENCY: B. FINANCING PURCHASES

LEARNING GOAL:

B-1 Student will be aware of how credit buying can fit into his/her spending plans.

BEHAVIORAL OUTCOMES:

*B-1.1 Student will be aware of the major uses of credit as evidenced by his/her listing (Communications Mode Optional) three items he/she might use credit to purchase.

*B-1.2 Student will be aware that there are advantages and disadvantages of financing purchases through the use of creidt as evidenced by his/her stating two major advantages and disadvantages of using credit.

*B-1.3 Student will be aware of the various types of credit cards as evidenced by his/her stating (Communications Mode Optional) the major use of the following credit cards:

a. Master Charge, Bank Americard
b. Gas credit card
c. Central Charge
d. Carte Blanche, American Express
e. Store credit card.

* Minimal Behavioral Outcome Skills

SUB -COMPETENCY: B. FINANCING PURCHASES

LEARNING GOAL:

B-1 Student will be aware of how credit buying can fit into his/her spending plans.

BEHAVIORAL OUTCOMES:

*B-1.4 Student will have a knowledge of various types of store credit as evidenced by his/her stating (Communications Mode Optional) three major kinds of store credit plans and the use for each one.

B-1.5 Student will gain an awareness of the cost of using credit as evidenced by his/her comparing the cost of one item 1) paid for in cash, 2) bought on two of the credit plans identified in B-1.4.

B-1.6 Student will be aware that there are laws protecting the consumer in purchasing on credit as evidenced by his/her stating the major provision of the "Truth in Lending" Law.

B-1.7 Student will be aware of his/her responsibilities if his/her credit card is lost or stolen as evidenced by the student's stating (Communications Mode Optional) procedures outlined by a given credit institution.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Provide student with a variety of bill samples. Student may be allowed to examine and discuss all facets of the bills (amount paid toward principal, amount of interest, etc.). 2. Have student fill out sample credit card application. 3. Give student sample credit cards to discuss types of purchases each may be used for. 4. Dramatize a purchasing situation using credit or cash. 5. Consult catalogues of major department stores to discuss credit plans of each.	INTEREST BALANCE ACCOUNT AMOUNT DUE MINIMUM PAYMENT FINANCE CHARGE INTEREST CHARGE REVOLVING CREDIT LIMIT BANK ACCOUNT NAME, ADDRESS, ETC. SIGNATURE EXPIRATION DATE CREDIT CASH PURCHASE CHECK	B-1.3 with II, D-7.4 B-1 with I, F-1	Text Life Today, Mafex Associates Inc. Audiovisual Ways to Handle Money and Ways to Shop, Grolier Educational Corp. Credit Buying Series Interpretive Education Other Functional Reading, Vol. II Maryland State Department of Education Understanding Consumer Credit Follett Publishing Company Using Credit Cards Wisely Media Materials, Inc.

SUB-COMPETENCY: B. FINANCING PURCHASES

LEARNING GOAL:

B-2 Student will be able to identify the benefits of making cash purchases.

BEHAVIORAL OUTCOMES:

*B-2.1 Student will be aware of the uses of cash in purchasing items as evidenced by his/her listing (Communications Mode Optional) three items he/she might purchase with cash.

B-2.2 Student will gain an awareness of the advantages/disadvantages of paying cash for purchases as evidenced by his/her stating the major advantage to using cash and two disadvantages in always using cash.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students list, verbally or written, the advantages and disadvantages of buying by cash. 2. Make a learning center; student selects those items appropriate for cash vs. credit buying.			Text Kits Audio-Visual Ways to Shop, Grolier Educational Corp. Other

SUB-COMPETENCY: B. FINANCING PURCHASES

LEARNING GOAL:

B-3 Student will be cognizant of loan sources and how to utilize them.

BEHAVIORAL OUTCOMES:

*B-3.1 Student will be able to identify sources of loans as evidenced by his/her naming three types of lending institutions available in the community.

*B-3.2 Student will be aware that the three major kinds of lending institutions may differ in the cost of loans they give. Evidence of this knowledge will be demonstrated by the student's comparing the cost of a $2000 new car loan at a) a bank, b) a credit union and c) a finance company.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Invite a representative from a savings and loan association, a credit union and a finance company to come in to talk to students. 2. Have student choose one of the above to purchase an item and list advantages and disadvantages. 3. Visit credit union, etc. 4. Have students practice filling out loan application forms.	SAVINGS AND LOAN CREDIT UNION FINANCE COMPANY PRINCIPAL INTEREST MONTHLY PAYMENTS COLLATERAL		Text Kits Audio-Visual Applying for Credit, Interpretive Education Other

SUB-COMPETENCY C: CONSUMER AWARENESS AND PROTECTION

As a consumer, we frequently are not aware of the laws that protect us and govern the suppliers of our merchandise. More often than not, it is thought that once an item is purchased, good or bad, we are "stuck" with it. It is hoped that this section will make the student aware of the options involved in purchasing. The behavioral outcomes listed in this sub-competency relate to awareness-type coverages provided by law, such as agencies governing the consumer and deceptive sales techniques. It is important for the student to know and be able to utilize all available sources of assistance.

SUB-COMPETENCY: C. CONSUMER AWARENESS AND PROTECTION

LEARNING GOAL:

C-1 Student will be aware of various advertising and sales techniques.

BEHAVIORAL OUTCOMES:

*C-1.1 Student will be able to identify types of advertising as evidenced by his/her collecting three different samples of ads and identifying the advertising technique being used in each.

*C-1.2 Student will have an awareness of various types of high pressure sales tactics as evidenced by his/her listing (Communications Mode Optional) three types of sales techniques he/she should beware of.

*C-1.3 Student will be aware that he/she has certain avenues of recourse when a contract for goods/services has been signed under pressure as evidenced by the student's stating the major age restrictions for signing contracts and the time limits for cancelling a contract.

*C-1.4 Student will be aware that there are agencies in his/her community which have information regarding sales agents as evidenced by his/her naming (Communications Mode Optional) one such agency.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have student make a collage of advertisements for a specified item. 2. Discuss different types of advertising techniques. 3. Discuss different sales techniques. 4. Construct a bulletin board showing advertisements. 5. Have speaker from a consumer protection agency visit class to inform students of their rights and obligations.	ADVERTISEMENTS COUPON SALE OFF LIMITED VOID SPECIAL ADVERTISED UNADVERTISED DOOR-TO-DOOR BAIT AND SWITCH	(See A-1.3)	Text Kits Audio-Visual Gimmicks That Getcha, Media Materials, Inc. Other

SUB-COMPETENCY: C. CONSUMER AWARENESS AND PROTECTION

LEARNING GOAL:

C-2 *Student will be cognizant of agencies governing consumer protection.*

BEHAVIORAL OUTCOMES:

*C-2.1 Student will have a knowledge of consumer protection agencies in his/her community as evidenced by his/her listing (Communications Mode Optional) three different agencies and the services they provide.

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have speaker from Better Business Bureau, local consumer protection agencies. 2. Have students collect "Hot-line" columns from local newspaper; listen to consumer protection spots on local news shows. 3. Have students write a letter to federal agency requesting consumer information on a selected topic.	BETTER BUSINESS BUREAU RALPH NADER CONTACT 4 CONSUMER PROTECTION AGENCY		Text Buyer's Beware Scott Foresman and Co. Kits Consumer Law Changing Times Education Service Audio-Visual Consumer Laws Relevant Productions Inc. Other

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
*A-1.1 Student can list seven ways in which he/she has been a buyer or user of goods or services.			
*A-1.2 Student can categorize goods and services in a list.			
*A-1.3 Student has compared the cost and quality of a selected goods or service at three different locations.			
*A-1.4 Student can name one consumer organization and one consumer publication available to him/her.			
*A-2.1 Student can list sale items, coupons and advertised specials found in the newspaper.			
A-2.2 Student has compared the cost and quality of a store brand vs. national brand name product.			
A-2.3 Student can compare cost of prepared vs. unprepared foods for selected items.			
*A-2.4 Student has compared the cost of three items in a convenience store vs. a supermarket.			
*A-2.5 Student can select the freshest product from among three given dates.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE Introduced	Partial Mastery	Complete Mastery
*A-3.1 Student can identify two stores in his/her community noted for good quality, low price and good service.			
A-3.2 Student can make a subjective judgment between an article sold at two different stores, considering quality and cost.			
A-3.3 Student can name fads in clothing that are no longer in style.			
*A-3.4 Student can determine, from reading labels, the amount of care clothing needs and the cost of that care.			
A-3.5 Student can identify two conditions under which clothing may be returned to the store and the procedure for doing so.			
*A-3.6 Student knows his/her own clothing sizes.			
A-4.1 Student can select an item of furniture and look it up in Consumer Report to compare cost and quality of construction.			
*A-4.2 Student can plan furniture needs for a one-bedroom apartment and figure the cost.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
A-4.3 Student can compare costs of new vs. used and finished vs. unfinished furniture.			
*A-4.4 Student can compare the cost of furniture in a specialty store vs. furniture in a discount store.			
*A-5.1 Student can determine his/her car needs as to: a)size, b) mpg, c) maintenance costs, d) budget and e) insurance costs.			
A-5.2 Student can report cost of a selected make, model car at three different car dealers.			
A-5.3 Student knows the standard maintenance costs for a selected make and model car.			
*A-5.4 Student knows four things to check when buying a used car.			
*A-6.1 Student is aware of minimum state requirements for automobile insurance.			
*A-6.2 Student knows cost of car insurance for himself/herself.			
A-6.3 Student can determine his/her life insurance needs and choose those pertinent to him/her and his/her life style.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
A-6.4 Student can determine health insurance needs and choose those pertinent to him/her and his/her life style.			
*A-6.5 Student knows the difference between fire, theft, apartment and homeowners insurance and can list the benefits of each.			
*A-7.1 Student can list those appliances needed by him/her in setting up an apartment.			
*A-7.2 Student can compare a selected brand name product in a discount store, catalog store and franchised dealer.			
A-7.3 Student can read warranties and select the appliance with the best warranty.			
A-7.4 Student can use Consumer Report to compare quality and cost of a selected item.			
*B-1.1 Student can list three items he/she would purchase with credit.			
*B-1.2 Student can state two advantages and disadvantages of using credit.			
*B-1.3 Student can match major types of credit cards to appropriate uses.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
B-1.4 Student can cite three types of store credit plans.			
B-1.5 Student can compare cost of a selected item as paid for: a) in cash and b) bought on credit.			
B-1.6 Student can state (Communications Mode Optional) major provisions of "Truth in Lending" Law.			
B-1.7 Student can state his/her responsibilities in case a credit card is lost or stolen.			
*B-2.1 Student can list three items he/she would use cash to purchase.			
B-2.2 Student can state (Communications Mode Optional) advantages and disadvantages of using cash.			
*B-3.1 Student can name three major types of lending institutions.			
*B-3.2 Student can compare the cost of a $2000 new car loan at: a) bank, b) a credit union and c) a finance company.			
*C-1.1 Student can collect (Communications Mode Optional) five different samples of ads and discuss the technique being used in each.			

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* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
*C-1.2 Student has a knowledge of different sales techniques and can list three types of sales techniques to beware of.			
*C-1.3 Student knows major age requirements for signing sales contracts and the time limit for cancelling a sales contract.			
*C-1.4 Student can name (Communications Mode Optional) an agency in his/her community which has information on reliability of sales firms.			
*C-2.1 Student can list three consumer protection agencies and the services they provide.			
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* Minimal Behavioral Outcome Skills

Student Teacher, Parent Profile Chart

COMPETENCY

	INDICATE DATE		
Student, Teacher, Parent Derived Behavorial Outcomes	Introduced	Partial Mastery	Complete Mastery

VOCATIONAL DEVELOPMENT/EVERYDAY SKILLS PROGRAM

COMPETENCY #VI COMMUNICATIONS

Prince George's County Public Schools
Upper Marlboro, Maryland 20870

Edward J. Feeney, Superintendent of Schools
Revised - 1977

Joint Project by
Special Education Department and
Career Education Department

COMPETENCY VI

Communications

In order to prepare an individual for successful and satisfying experiences in personal, social, and employment situations, one of the major areas of emphasis must be in the area of relating to others. The success of the learner will be determined in large measure by the degree to which the student can communicate orally, act upon what is heard, and interpret and act upon what is seen in printed form.

The teacher serves as a guide in the development of communicating skills basing instruction on an analysis of student need in the areas of:

A. Listening for understanding
B. Speaking to communicate ideas
C. Reading to gain information
D. Writing to communicate
E. Communicating nonverbally.

The behavioral outcomes serve as the evaluative criteria for the competency. Progress through the communication competency (extending throughout senior high school) will vary according to the student's own capabilities, interest, and attitudes. Because this competency is not organized according to specific topics and is meant to be used over the three years of senior high school, it should be noted that it cannot be used sequentially, beginning with sub-competency A and working through to sub-competency E. Instead, the teacher should decide, according to the student's capabilities, which topics should best be taught in tenth, eleventh and twelfth grade.

In addition, it is suggested that the teacher not teach listening or speaking or reading skills etc. exclusively, but combine activities from several sub-competencies within one class period. For example, the teacher might dictate sentences, leaving spaces where words from the functional vocabulary list can be filled in. Thus, the students are practicing listening, reading and writing skills within an exercise that might require ten minutes of class time.

Prefacing the introduction of each sub-competency of the broad area of communications is a brief rationale statement, explaining the significance of the sub-competency and offering possible hints to the teacher with regard to implementation of suggested activities and/or use of suggested materials.

SUB-COMPETENCY A: ABILITY TO LISTEN WITH UNDERSTANDING

According to Paul Rankin in "Listening Ability," listening is the most frequently used language activity. Mass media has done a tremendous job of incorporating listening with viewing and observing. Thus, the challenge of the language arts teacher in this particular competency involves the encouragement of the student to improve his/her listening skills. Since a great part of what the student learns comes fromwhat he/she hears, he/she must be taught to focus attention on what is being said or what is happening in order to understand, interpret or react to people or sounds in his/her environment. The ability to relate or use information obtained through listening will enable the student to follow verbal directions, converse with others, ask intelligent questions, and hold a job.

Experiences in listening should include those which will facilitate adequate interpretation of what is heard, while at the same time emphasize attentive attitudes and respect for the contributions of others.

SUB COMPETENCY: A. ABILITY TO LISTEN WITH UNDERSTANDING

LEARNING GOAL:

A-1 Student will be able to obtain information through listening.

BEHAVIORAL OUTCOMES:

*A-1.1 Student will be able to obtain specific information through listening to people talking. Success will be determined by the student being able to eigher complete a direction (single or sequential) or answer three questions about the information given (who, what, where, when, why) (Communications Mode Optional) in each of the following:

a. lectures
b. announcements
c. meetings
d. on the job
e. fieldtrips.

*A-1.2 Student will be able to identify various sounds of warning. Success will be determined by the student listening to and identifying at least three common sounds of warning. (Communications Mode Optional)

*A-1.3 Student will be able to respond correctly to sounds of warning. Success will be determined by the student matching at least three sounds of warning with the appropriate behavioral response. (Communications Mode Optional)

* Minimal Behavioral Outcome Skills

SUB-COMPETENCY: A. ABILITY TO LISTEN WITH UNDERSTANDING

LEARNING GOAL:

A-1 Student will be able to obtain information through listening.

BEHAVIORAL OUTCOMES:

A-1.4 Student will be able to identify various types of mass media used to transmit specific information (e.g., radio, TV, telephone, tapes or records). Success will be determined by the student being able to list at least three examples of mass media. (Communications Mode Optional)

A-1.5 Student will be able to obtain specific information from mass media. Success will be determined by the student matching (Communications Mode Optional) appropriate behavior to the specific situation for each of the following:

a. weather report
b. directory assistance
c. defense alert
d. emergency announcement.

(Example: Student can respond appropriately to weather report by wearing proper clothing.)

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Discuss why it is important to listen to people (for directions and information). 2. Question students following any presentation (student or teacher presentation). 3. Conduct end of class evaluation--student recalls major points/specific information presented. 4. Read article of high interest and have class discuss advantages and disadvantages. (Example: car buying vs. public transportation). 5. Arrange for a fieldtrip that includes a guide. Give students set of questions preceding or following fieldtrip. 6. Discuss identifying sounds of warning and what a person should do when he/she hears a sound of warning. 7. Have students make a list or chart with the sounds that they have identified and an appropriate response to the sound. 8. Tape sounds of warning or have media specialist tape sounds.	ATTENTION CONCENTRATION COURTEOUS ADVANTAGES DISADVANTAGES SIREN FIRE ALARM DEFENSE ALERT HORNS SCREAM GUN SHOT		Text Developing Listening Skills, VMI (TR) Listening Skills Program, IIA, IIB IIC, SRA (TR) Listening and Interpreting Skills, Kunz, Inc. (TR) Kits Audio-Visual Listening Skills: An Introduction, Coronet Listening: Your Communication Skills, Coronet Tricky Words by Audiotronics Other

(TR--Teacher Reference)

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
9. Discuss different types of mass media. 10. Have students make chart/list of different types of mass media. 11. Have students predict the weather for the week. Have students listen to specific TV news program and compare their prediction to the actual report. 12. Listen to a news program in the classroom. (radio and/or TV) Answer who, what, where, when, and why. 13. Have small groups responsible for viewing specific evening news and reporting to the class. 14. Present one-word notes and have students share their notes with class. 15. Have students call the C & P weather report and answer specific question (temperature, chance of rain, etc.). 16. Have students call information (411) and obtain a specific phone number.	TV RADIO MOVIE C. B. MASS MEDIA TEMPERATURE HUMIDITY PERCIPITATION SNOW RAIN THUNDERSTORM HURRICANE TORNADO AIR POLLUTION ALERT BLIZZARD FLOOD WARNING WATCH PERCENTAGE CHANCE RAIN DIRECTORY ASSISTANCE OPERATOR		Text The Turner Livingston Communication Series, Follett Pub. Co. The TV You Watch The Newspapers You Read The Movies You See Contact Series I: Communication and the Media Humor Making People Laugh Kits Scope Activity Kits, Scholastic Advertising Television Radio The News Audio-Visual TV Serves Its Community, BFA Magic Lantern, Show and How It Grew,. Screen News Digest Understanding Movies, Coronet Art of the Motion Picture, BFA Film: The Art of Impossible Movies Case History of Rumors, Carousel Contact Series: The Magic of Film by Scholastic Using the Telephone Book, by Interpretive Ed. Contact Series/TV: Behind the Tube by Scholastic

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
17. Have students call long distance operator (O) and request information regarding the cheapest time to make a call.	LONG DISTANCE RATE TIME ZONE WEEKEND HOLIDAY ADMISSION		**Text** Scope/Visual-Reference Skills 19 Becoming a More Effective Person by Steck Vaughn Communicating with Others by Steck-Vaughn
18. Have students call a store that is having a sale and find out when the sale is over.			
19. Have student call a movie theater and find out what is playing and the price of admission.			
20. Assign a student each day to listen to P. A. announcements and report to the class who, what, where, when.			**Kits**
21. When showing films and filmstrips and tapes, have students take one word notes and answer specific, basic questions on media.			**Audio-Visual** Daily Living Skills The Newspaper by Media Materials
			Other Taking Telephone Messages by Media Materials Scope Activity Kits: Advertising Television by Scholastic The News Radio

SUB-COMPETENCY: A. ABILITY TO LISTEN WITH UNDERSTANDING

LEARNING GOAL:

A-2 Student will be able to listen as a participant in a conversation or discussion.

BEHAVIORAL OUTCOMES:

A-2.1 Student will be able to concentrate on what is being said in a discussion. Success will be determined by the student indicating he/she is listening (eye contact, gestures, facial expression) and by correctly summarizing what was said.

A-2.2 Student will demonstrate his/her ability to listen as a participant in a conversation or discussion. Success will be determined by the student responding correctly to question: who, what, where, when, why and/or how much; relating to the information included in the discussion. (Subjective Judgment of the Teacher) (Communications Mode Optional)

*A-2.3 Student will be able to listen courteously. Success will be determined by the student citing (Communications Mode Optional) three examples of when he/she should listen courteously and what the indications of courteous listening are.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Discuss why it is important to listen in a discussion/conversation. 2. Discuss how people can tell if you are listening (eye contact, gestures, facial expressions). 3. Quiz students following discussion to help them recall the who, what, where, when, why and/or how much of the discussion. 4. Make chart/list/bulletin board of good listening habits. 5. Have students rate themselves on a good listener checklist.	EYE CONTACT FACIAL EXPRESSIONS GESTURES COURTEOUS POSTURE	A-1, Listening E-1, Nonverbal	Text Becoming a More Effective Person, Steck-Vaughn Communicating with Others, Steck-Vaughn Kits Audio-Visual Understanding Myself and Others, Scholastic Other Communication: Person to Person, Scholastic

SUB -COMPETENCY: A. ABILITY TO LISTEN WITH UNDERSTANDING

LEARNING GOAL:

A-3 Student will be able to listen for enjoyment.

BEHAVIORAL OUTCOMES:

A-3.1 Student will experience different art forms that can be enjoyed through listening. Success will be determined by the student identifying three art forms that can be enjoyed through listening.

A-3.2 Student will be aware of sounds of nature. Success will be determined by the student listing a least four sounds of nature.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have student bring in favorite records and have the class listen to them. 2. Have student listen to different kinds of music--classical, rock, soul, country, jazz, bluegrass and children's. Discuss with students the following: Do you like it?, Why can you dance to it?, rhythm and mood. 3. Take the students to a play. 4. Have student watch a movie on TV. 5. Watch a TV program as a class. 6. Discuss types of musical tempo appropriate for activity--work, social, homework. 7. Read to students different types of poems and ask students to share their favorite poems. 8. Take students on a nature walk and have them listen to the sounds of nature. 9. Have students list the sounds of nature they heard on the nature walk.	ROCK, SOUL COUNTRY JAZZ BLUEGRASS CLASSICAL CHILDREN'S THEATER BOX OFFICE ORCHESTRA BALCONY MATINEE TEMPO MOOD RHYTHM BEAT		Text Kits Audio-Visual New Sounds in Music, Churchill Discovering Mood in Music What Does Music Mean? Begone Dull Care Guitar Discovering Electronic Music Discovering Jazz What is American Music? Discovering American Folk Music Afro-American Music, Group West African Soul, Carousel Bolero, Pyramid Discovering Music of: Latin American India Japan Africa What Does Classical Music Mean? Beethoven and His Music, Coronet You and Your Senses, Disney Senses of Man, Indiana University Blindness Ears and Hearing Unseen World Part I: How Small Is Small?

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
601			**Text** **Kits** **Audio-Visual** Part II: The Time Between Part III: Oceans of Space Life In A Vacant Lot Junkyard City At Night, Churchill Other Fine Arts + Humanities by King Features

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SUB-COMPETENCY B: SPEAKING

Once an individual has mastered the ability to listen with understanding, the second step in his/her development is to formulate ideas of his/her own and to communicate those ideas to others. This is an essential skill because it is the one mode of communication that the majority of all vocational development students can be expected to rely on. It is also essential because, in attempting to make a student better able to deal with the various facets of his/her life, one can predict that the ability to communicate verbally will be of central importance.

The teacher should be mindful that the primary goal of this sub-competency is to develop the student's already existing verbal skills to the point where our students will be able to communicate needed information without hesitancy and will feel at ease doing so.

SUB-COMPETENCY: B. ABILITY TO COMMUNICATE IDEAS VERBALLY

LEARNING GOAL:

B-1 **Student will be able to express complete thoughts or ideas in social situations, in the classroom, and on the job.**

BEHAVIORAL OUTCOMES:

*B-1.1 Student will be able to participate orally in a discussion/conversation. Success will be determined by the student being able to make at least one relevant comment in the discussion/conversation. (Subjective Judgment of the Teacher)

B-1.2 Student will be able to give an oral report regarding eigher personal experiences, current events, or special projects. Success will be determined by the student's ability to 1) speak loudly and clearly and 2) to alter his/her tone of voice (voice inflection). (Subjective Judgment of the Teacher)

B-1.3 Student will be able to interpret various attitudes that are demonstrated on the job, in the classroom, and social situation and choose the appropriate verbal response. Success will be determined by the student being able to match a specific behavior with the appropriate verbal response. (Communications Mode Optional in a mock situation)

*B-1.4 Student will be able to make various types of appointments: job interview, doctor's appointment, counselor appointment, hair appointment, and job related appointments (DVR, union, boss, etc.). Success will be determined by the student successfully participating in a dramatization of each of these appointments. (Subjective Judgment of the Teacher)

*Minimal Behavioral Outcome Skills

LEARNING GOAL:

B-1 Student will be able to express complete thoughts or ideas in social situations, in the classroom, and on the job.

BEHAVIORAL OUTCOMES:

*B-1.5 Student will be able to successfully participate in a job interview. Success will be determined by the student successfully participating in simulated job interview. (Subjective Judgment of the Teacher)

*B-1.6 Student will be able to appropriately terminate employment. Success will be determined by the student participating in a dramatization depicting acceptable ways of terminating employment. (Subjective Judgment of the Teacher)

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Discuss qualities of a good speaker. 2. Have student make a chart/bulletin board on qualities of a good speaker. 3. Have students report to the class on any of the following: current events, personal experiences, or special projects (work or from another class). 4. Discuss different attitudes demonstrated in life situation (Examples: joy, sorrow, etc.). 5. Have student make a list of different attitudes. 6. Have students cut pictures out of magazines and newspaper displaying different attitudes. 7. Have student make a chart/bulletin board displaying different attitudes. 8. Assign an attitude to a student or group of students and have them demonstrate the attitude to the class through dramatization.	TONE VOICE MONOTONE MAGAZINE NEWSPAPER	B-1.5 with, VIII C-2.3 B-1.6 with, VIII C-3.2	**Text** The Phone Calls You Make The Language You Speak, Turner-Livingston Communication Person to Person Scholastic Communicating With Others Family Development Series, Steck-Vaughn Practice in Survial Reading, New Readers' Press **Audio-Visual** Debt to the Past: Language and Communications Speaking: Your Communications Skills Making Yourself Understood English Language Patterns of Usage English on the Job: Listening and Speaking Mispronounced Words, Audiotronics

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
9. Discuss different ways of respondint to attitudes on the job, at home, in school and in social situations. 10. Have students make a list of attitudes with appropriate responses to the attitudes. 11. Have students perform skits to the class on attitudes and ways of dealing with attitudes. 12. Discuss correct procedure for making an appointment. (Identify yourself, state purpose, wait for response, establish time, date, and location, thank you.) 13. Get training phone from C & P telephone company and have students practice making appointments. 14. Have each student make an appointment with their guidance counselor to discuss their career goals or credits. 15. Discuss what to say at a job interview. 16. Have students make a chart/bulletin board of dos and dont's on a job interview.	APPOINTMENT TIME AND DATE		Audio-Visual Communicating with the Public Communicating by Voice and Action Communicating In the Modern World Using the Telephone Book, Interpretive Education Other All About Manners, Interpretive Ed. Text Me + Jobs by Ed. Resources Getting a Job, Fearon You and Your World, Fearon Kit Job Interview Kit, Janus Book Pub. My Job Interview Guide, Janus Book Pub.

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
17. Hold mock job interviews in class.			**Text** Communicating with Others-Becoming a More Effective Person, Steck-Vaughn
18. Have an employer or C & P telephone company come in and speak about what they look for in new applicants at job interviews.			
19. Discuss what to say when terminating employment.			
20. Have students make a chart/bulletin board of dos and don'ts when terminating employment.			**Kits**
21. Have an employer speak to students about terminating employment.			
			Audio-Visual Communication: Person to Person by Scholastic
			Other

Although it is not the purpose of the curriculum to teach reading as an isolated subject, it is felt that all our students should be able to obtain a minimum level of functional reading skills as presented throughout the entire curriculum. The reading sub-competency identifies and offers ideas that will assist in the implementation of a truly practical approach to the acquisition of these functional reading skills. In particular, it should be kept in mind that the materials used in teaching functional reading skills are the materials of everyday life: newspapers, TV guides, application forms and signs the student views in his/her community. Not only do these serve as practical teaching materials, but they also have a highly motivational quality for the student.

The most essential reading skill our students should possess is the ability to recognize those words that are encountered in everyday life. From this base, it is felt that the student should progress to an understanding and application of those reading skills.

For a more detailed account of teaching functional reading for use with this curriculum see Teachers' Handbook.

SUB-COMPETENCY: C. ABILITY TO READ FOR INFORMATION AND ENJOYMENT

LEARNING GOAL:

C-1 Student will be able to obtain specific information through reading.

BEHAVIORAL OUTCOMES:

*C-1.1 Student will be able to obtain specific information or concepts from basic references. Success will be determined by the student being able to locate a given word, fact, description and/or price (Communications Mode Optional) in the following:

a. dictionary
b. phone book
c. catalogues
d. encyclopedia
e. TV guide
f. movie guide
g. amusement section of newspaper
h. travel or camping guide (itinerary, passport).

*C-1.2 Student will be able to recognize/read basic functional words. Success will be determined by the student correctly identifying (Communications Mode Optional) each word on the functional word lists, Volume 2 of Functional Reading (Maryland State Department of Education).

*Minimal Behavioral Outcome Skills

SUB-COMPETENCY: C. ABILITY TO READ FOR INFORMATION AND ENJOYMENT

LEARNING GOAL:

C-1 Student will be able to obtain specific information through reading.

BEHAVIORAL OUTCOMES:

*C-1.3 Student will be able to recognize/read a list of common abbreviations. Success will be determined by the student correctly identifying each abbreviation on the functional word list in the curriculum. (Communications Mode Optional)

C-1.4 Student will be able to read and interpret basic instructions on labels. Success will be determined by the student's ability to correctly identify the 1) quantity, 2) cautions, and 3) frequency of use, for one example of each of the following product labels:

a. *medicine
b. clothing
c. personal hygiene
d. cleaning
e. food
f. pest control products.

*Minimal Behavioral Outcome Skills

SUB-COMPETENCY: C. ABILITY TO READ FOR INFORMATION AND ENJOYMENT

LEARNING GOAL:

C-1 Student will be able to obtain specific information through reading.

BEHAVIORAL OUTCOMES:

C-1.5 Student will be able to read and interpret basic sequential directions, recipes, do-it-yourself kits, games, and hobbies. Success will be determined by the student's ability to successfully:

a. prepare the food
b. assemble the product
c. play the game.

*C-1.6 Student will be able to read instructions on machines commonly found in public places. Success will be determined by the student successfully operating the following machines:

a. vending
b. washing
c. drying
d. voting
e. pay phone
f. stamp
g. newspaper

*Minimal Behavioral Outcome Skills

SUB-COMPETENCY: C. ABILITY TO READ FOR INFORMATION AND ENJOYMENT

LEARNING GOAL:

C-1 Student will be able to obtain specific information through reading.

BEHAVIORAL OUTCOMES:

h. change
i. emergency phone.

C-1.7 Student will be able to read simple menus. Success will be determined by the student being able to identify the items on the menu and make a choice in accordance with the amount of money he/she wishes/has to spend.

C-1.8 Student will be able to read and obtain specific information on various types of transportation schedules. Success will be determined by the student correctly identifying 1) time of arrival, 2) time of departure, 3) cost, 4) stops, 5) destination, 6) number of departures, and 7) codes noted on schedules (Communications Mode Optional) for the following:

a. bus
b. train
c. airline
d. boat
e. subway.

*Minimal Behavioral Outcome Skills

SUB-COMPETENCY: C. ABILITY TO READ FOR INFORMATION AND ENJOYMENT

LEARNING GOAL:

C-1 Student will be able to obtain specific information through reading.

BEHAVIORAL OUTCOMES:

*C-1.9 Student will be able to identify safety and direction/informational signs and symbols representing danger, safety, directions, and international/travel. Success will be determined by the student being able to identify (from Corlett Wilson's list of essential vocabulary) each sign or symbol by name, and relate the message it conveys. (Communications Mode Optional)

*C-1.10 Student will be able to read and obtain specific information on school and work schedules. Success will be determined by the student correctly identifying 1) time of arrival and departure from school and work, 2) duration of time spent in school and at work, and 3) days of the week student is at school or work (Communications Mode Optional).

C-1.11 Student will be able to recognize/read words/or signs peculiar to his/her job including 1) announcements, 2) work schedules, 3) manuals, 4) paychecks, 5) memos, and 6) company policies. Success will be determined by the student being able to match specific words or signs with their meanings. (Communicatons Mode Optional) (Numbers 2, 3, and 6 will be unique to the particular job.)

*Minimal Behavioral Outcome Skills

SUB-COMPETENCY: C. ABILITY TO READ FOR INFORMATION AND ENJOYMENT

LEARNING GOAL:

C-1 Student will be able to obtain specific information through reading.

BEHAVIORAL OUTCOMES:

*C-1.12 Student will be able to identify each basic reference by name and the type of information it provides. Success will be determined by the student being able to match each of the following reference names with a short description of it (Communications Mode Optional):

a. dictionary
b. phone book
c. catalogues
d. encyclopedia.

C-1.13 Student will be able to find specific information from basic references using either the table of contents or the index. Success will be determined by the student locating a given topic/subject within the table of contents or the index by page number.

C-1.14 Student will be able to locate specific information from basic references using guide words. Success will be determined by the student being able to use guide words to determine whether a given topic is on a particular page in a:

*Minimal Behavioral Outcome Skills

SUB-COMPETENCY: C. ABILITY TO READ FOR INFORMATION AND ENJOYMENT

LEARNING GOAL:

C-1 Student will be able to obtain specific information through reading.

BEHAVIORAL OUTCOMES:

a. dictionary
b. encyclopedia
c. phone book.

C-1.15 Student will be able to correctly identify standard types of format depicted on tests (short answer, multiple choice, fill in the blank, short essay, and true-false). Success will be determined by the student's correctly incorporating the types of questions listed above.

*Minimal Behavioral Outcome Skills

FUNCTIONAL WORD LIST - ABBREVIATIONS

January	Jan.
February	Feb.
March	Mar.
April	None
May	None
June	None
July	None
August	Aug.
September	Sept.
October	Oct.
November	Nov.
December	Dec.
Sunday	Sun
Monday	Mon.
Tuesday	Tues.
Wednesday	Wed.
Thursday	Thurs.
Friday	Fri.
Saturday	Sat.
Street	St.
Road	Rd.
Avenue	Ave.
Drive	Dr.
Court	Ct.
Place	Pl.
South	S.
North	N.
East	E.
West	W.
minute	min.
hour	hr.
week	wk.
month	mo.
year	yr.
President	Pres.
Doctor	Dr.
Mister	Mr.
Mistress	Mrs.
Mistress	Ms.
Junior	Jr.
Senior	Sr.
Company	Co.
inch	in.
foot/feet	ft.
yard	yd.
mile	mi.
pint	pt.
quart	qt.
gallon	gal.
ounce	oz.
pound	lb.
dozen	doz.
12:00 midnight to 12:00 noon	a.m.
12:00 noon to 12:00 midnight	p.m.
Cash on Delivery	C.O.D.
Send Answer Please	R.S.V.P.
Venereal Disease	V.D.
millimeter	mm
centimeter	cm
meter	m
kilometer	km
liter	l
gram	g
United States of America	U.S.A.
United States	U.S.
Maryland	Md. or MD

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Discuss importance of words and abbreviations on functional word list. 2. Have weekly functional word list (at least 10 words per week for students to learn). 3. Have student find words for the week in sentences. 4. Have students put the words for the week in sentences. 5. Emphasize either phonetic or sight vocabulary skills (depending on student's learning modality) when teaching words for the week. 6. Have students play concentration with words for the week. 7. Have students make bingo cards with words for the week and have them play the game. 8. Have mid-week pretest on words of the week and end of week, post test on words. 9. Discuss why it is important to read labels on products.	DOSAGE CAUTION FREQUENCY OF USE QUANITY AVOID POISON SIDE EFFECTS INDUCE VOMITING RECIPE INGREDIENTS MOVE CHANCE PLAYERS INSTRUCTIONS BEGIN PROCEED NEXT PENALTY CHARITY ASSEMBLE COIN PLACE SLOT TURN RELEASE EMPTY OUT OF ORDER DIAL TONE DYE	C-1.4 with V, A-3.4 C-1.6 with IV, C-1.3 C-1.8 with II, D-6.2 C-1.14 with II, E-3.1 C-1.16 with II, D-3.1 C-1.16 with II, D-3.2 C-1.4 with III, A-12.4 C-1.5 with III, B-2.5 C-1.4 with III, B-3.5 III, C-1.2 C-1.1 with IX, A-3.1 C-1.5 with IX, B-2.1	**Text** Classroom Reading Games, Center for Applied Research in Education Reading Foundations for Teenagers, John Day, Co., Inc. World of Vocabulary Learning Trends, Globe Book Co., Inc. Language Instruction Set, Love Publishers The Newspapers You Read, Turner-Livingston **Kits** Sound Foundations Program, DLM Reading for Concepts, Series A-H, McGraw-Hill New Structural Reading, Random House Inc. GO--Reading in the Content Areas Series, Scholastic

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
10. Have students bring in labels from home. 11. Have students catagorize labels according to their use. 12. Discuss identifying cautions, quanity, and frequency of use on labels. 13. Have teacher prepared worksheets on cautions, quanity, and frequency of use pertaining to specific labels that students brought in. 14. Have students make worksheets, for other students, on cautions, quantity, and frequency of use pertaining to specific labels. 15. Have students make a chart/bulletin board on "what to look for" on labels. 16. Discuss why it is important to read and follow basic instruction. 17. Have students copy and bring in their favorite recipe. 18. Make a dish in class, following a recipe.	DELICATE NORMAL PERMANENT PRESS WARM HOT COLD INSERT PULL LEVER MENU BREAKFAST LUNCH DINNER APPETIZER ENTREE A LA CARTE INCLUDES SPECIAL BOARD GATE TABLE TIME OF ARRIVAL DEPARTURE COST PRICE STOPS DESTINATION NONSTOP LOCAL	C-1.1 with IX, B-3.2 C-1.7 with IX, B-6.2 C-1.6 with VII, C-3.2	Text Kits Scholastic Reading Comprehension Series: Match, Feedback, Spark, Challenge Sprint Libraries 1-4, Scholastic Scope Visuals, 1, 14, 17, 23 Word Skills, 18 Reference Skills, 19, Scholastic Daily Living Skills Buying from a Catalog: The Newspaper Walk carefully through Yellow Pages, The White Pages, The Restaurant Menu, Media Materials, Inc. Audio-Visual Word Recognition Skills Reading Improvement, 1093 Reading: Your Communications Skills, Coronet

ctivities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
19. Have the students follow a recipe at home and bring in the dish and recipe. 20. Have students bring in a game, read the directions, and play the game. 21. Take a collection among the students in order to buy a toy for charity; have the students read the directions for assembly; and have the students assemble the toy. 22. Discuss different machines commonly found in public places. 23. Have students make a chart/bulletin board listing machines commonly found in public places 24. Have students make a chart containing vocabulary words found on machines in public places. 25. Have students pick a machine, write down instructions on machine, and report information to the class. 26. Have each student bring in a dirty shirt. Take the class to a laundromat and wash and dry the shirts.	EXPRESS PIER DICTIONARY PHONE BOOK YELLOW PAGES CAR MANUAL ENCYCLOPEDIA CATALOG APPLIANCE TABLE OF CONTENTS INDEX TOPIC SUBJECT GUIDE WORDS VOLUME TIRE SIZE ROTATE BALANCE CHECKUPS MILE DECLARATION OF INDEPENDENCE SIGNATURES TV GUIDES STATION CHANNEL		Text Audio-Visual Reading Growth: Understanding Word Meanings, Coronet Build Your Vocabulary, Coronet English on the Job, Coronet Signs Take A Holiday, Journal Fred Meets A Bank, Coronet Boxes At Your Fingertips, ACI Newspaper Story, EBF Newspaper--Behind the Scene, AIMS Using Reference Materials--Your Study Skills, Coronet Researching A Topic, McGraw-Hill File It Under Falls, Miss King, Journal Choosing Books to Read, Coronet

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
27. Have a discussion on why it is important to vote. 28. Have a discussion of how to operate a voting machine. 29. Call the Board of Education, Office of Student Concerns, and have them bring in a voting machine so that the students can practice using it. 30. Discuss why it is important to be able to read basic menus. 31. Have students make a list of their favorite foods and restaurants. 32. Make a vocabulary chart listing the students' foods. 33. Bring to class a sample menu for study. 34. Have students practice ordering from sample menus through dramatization. 35. Take the students on a fieldtrip to a restaurant. 36. Discuss different types of transportation schedules and what to look for on these schedules.	REVIEW CRITIC OPINION COMMUNITY EARLY SHOW ACTIVITIES CALENDAR ENTERTAINMENT AMUSEMENT CAMP GUIDE FACILITIES SITE HOOK UP RATES TRAVEL BROCHURE SCHEDULE ACTIVITIES PRICES GROUP ON/OFF SEASON TRUE-FALSE SHORT ANSWER MULTIPLE CHOICE ESSAY FILL IN THE BLANK MATCHING		**Text** Other Functional Reading Vol. 2, Maryland State Department of of Education -English for Everyday Living, Ideal -Critical Reading by Ann Arbor Pub -Reading for Vocabulary by Behavioral Research -Classroom Reading Games The Center for Applied Research -Word Hunt I & II by DLM Audio-Visual -Venture I by Follett -Basic Reading by Ken Cook Transnational -The Restaurant Menu by Media Materials

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
37. Have students or teacher bring in sample schedules (bus, train, airline, boat and subway). 38. Develop teacher worksheets using sample transportation schedules identifying time of arrival and departure, cost, stops, destination, frequency, and codes. 39. Arrange for a fieldtrip using public transportation. 40. Discuss importance of reading and following school and work schedules. 41. Post daily school schedule. 42. Have each student make his/her own individual school and work schedule. 43. Discuss different types of basic references and their use. 44. Have students make a chart/bulletin board listing basic references and their use. 45. Have students go to the library and introduce them to an encyclopedia. 46. Have students order films using the film catalog.	STOP CAUTION EXIT YIELD WARNING DO NOT ENTER DANGER BLASTING SCHOOL ZONE CROSSING PEDESTRIAN ONE WAY NO U TURN SPEED LIMIT RADAR ENFORCED LOADING NO PARKING BETWEEN STANDING BUS Refer to: Functional Word List-Abbreviations, p. 27		**Text** Practice in Survival Reading, New Readers Press Reading Comprehension Series, Scholastic Search Skills Visuals Reading Charts/Tables Reading Graphs Reading Maps by Scholastic Sprint Libraries by Scholastic Communications: A Guide to Composition and Reading, SRA Corrective Reading Program, SRA

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
47. Have students look for toys or gifts for holiday using a store catalog (Sears, etc.).			Text The Mature Student's Guide to Reading by SRA Pilot Library Series by SRA Skill Through Patterns by SRA
48. Have students and teacher bring in sample car and appliance manuals.			
49. Discuss why it is important to use table of contents and index.			
50. Prepare worksheets consisting of a topic to locate in the index or table of contents requesting page number.			Kits
51. Divide class into two/three group/teams and record which team finds topics (by page number) faster using table of contents and index.			
52. Discuss why it is important to use guide words in the dictionary, phone book and encyclopedia.			Audio-Visual
53. Lecture briefly on how to use guide words.			
54. Show filmstrip on how to use guide words.			Other
55. Complete teacher worksheets that give two guide words and asks whether a third word would appear on a page that contains those guide words.			

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
56. Complete teacher-worksheets using words and abbreviations from functional word list, requesting students to find these words in the dictionary.			**Text** Read Better, Steck-Vaughn Being an Informed Citizen, Steck-Vaughn Corrective Reading Program, SRA
57. Complete teacher worksheets requesting students to find various phone numbers in the phone book (teacher, friend, employer, etc.).			
58. Have students find a specific topic by page number, using the encyclopedia.			**Kits**
59. Have students find out when their family's car should have checkups, using car manual.			
60. Have students locate tire size in their family's car manual.			**Audio-Visual**
61. Have students make a mock decision for purchase of gift (birthday, mother/father, Christmas, Hanukkah) using a store catalog.			
62. Give students special assignment to locate a specific date or fact using the encyclopedia (Date of Declaration of Independence, two signatures on Declaration of Independence, etc.).			**Other**

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
63. Have students locate their favorite show in the TV guide and ask them what show comes before it and after it on the same station.			**Text**
64. Have students locate a news program in TV guide given time and station.			
65. Have students read the review of a specific TV show and compare their opinion with the critic after they viewed the show.			
66. Using the movie guide in the newspaper, have the students locate theaters in community.			**Kits** Contact Series/TV: Behind the Tube, Scholastic
67. Have students find out how many theaters are showing the same movie and which theater is showing the movie first (earliest).			**Other** Getting It Together by SRA The TV You Watch The Newspapers You Read The Movies You See Where to Go, Who to See, What to Do, Steck-Vaughn Being an Informed Citizen, Steck-Vaughn
68. Develop a learning center on finding the following information: What's playing or going on at: Capital Center, University of Maryland, Constitution Hall, Kennedy Center, Shady Grove, etc.?			

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
69. Have students make a bulletin board on "What's Happening At" or "Activities Calendar." Bulletin board should include: who, what, where, when and how much.			Text
70. Lecture on how to use a camping guide.			
71. Have students using a camping guide - identify the types of facilities available at a specific campground (showers, fireplaces, swimming, etc.) and the rates.			Kits
72. Have students or teacher bring in sample travel brochures.			
73. Using sample travel brochures, have students identify specific information (Examples: schedule of activities, time of arrival and departure, prices, and special group rates, on and off season rates).			Audio-Visual
74. Have students plan a mock trip (Europe, cross country, New York, etc.) using travel brochures or camping guide.			Other
75. Discuss different type answers required on different test.			

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
76. Play bingo game: Given a sample question, student places marker on the type of answer required. 77. Play concentration game: Student matches a sample question to type of answer required. 78. Use teacher-worksheet which provides sample questions and student identifies labels each question to the type of answer required on a test. 79. Discuss why it is important to be able to read safety/directional/informational signs and symbols. 80. Have student make chart/bulletin board of words found on signs (safety or directional). 81. Have students take pictures of signs in their community. 82. Have students make a list of signs they see on their way home from school or work.			Text Kits Audio-Visual Other

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
83. Have students play Sign Bee (like spelling bee but have students identify different signs).			Text
84. Divide class into groups, assign each group a place where there are different signs (hospital, department store, community, and post office) and have the group make a chart of words that are found on their signs.			
85. Have a weekly vocabulary list consisting of words from the students' specific content area.			Kits
86. Have students find words related to the unit of study in dictionary and write down their definitions.			
87. Have students make an individual word list using the words he/she finds on his/her job.			Audio-Visual
88. Have students make up individual charts listing the words he/she finds on his/her job and compare his/her list with other students looking for similarities.			Other

SUB-COMPETENCY: C. ABILITY TO READ FOR INFORMATION AND ENJOYMENT

LEARNING GOAL:

C-2 Student will be able to read for enjoyment.

BEHAVIORAL OUTCOMES:

C-2.1 The student will be able to identify several types of material that can be read for enjoyment. Success will be determined by the student listing (Communications Mode Optional) at least two types of material that a friend has read for enjoyment.

C-2.2 The student will be able to identify several types of material that can be read for enjoyment. Success will be determined by the student's listing (Communications Mode Optional) at least two types of material he/she would read for enjoyment.

C-2.3 Student will read for enjoyment. Success will be determined by the student's selecting material (from C-2.2) and reading it in an allotted reading period.

*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students bring in their favorite reading material. 2. Have students share and recommend their favorite reading material to other students. 3. Take students to the library to pick a book to read just for enjoyment. 4. Allot time each week for students to read in class for enjoyment. 5. Prepare bulletin board on different types of reading material for enjoyment.			**Text** Hip Reader, Book Lab, Inc. Modern Football Superstars, Dodd, Mead and Co. Boxing, Educational Activities Karate Girl, Educational Activities Motorcross Racing, Educational Activities Safe Motorcycle Riding, Educational Activities Alike But Different Learning Trends, Globe Book Co., Inc. Chillers and Thrillers, Scholastic Real Stories I, II and Book A Globe Book Co. Kits Reading Attainment System, Grolier Educational Corp. Scope Activity Kits Mystery Sports

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
			Text Kits Scholastic Magazine Scholastic Sprint, Scholastic Audio-Visual Interpreting Meaning Developing Reading Maturity, Corone Effective Reading Series: Reading and Critical Thinking, 2364 Critical Evaluation Sounds of Poetry, Doubleday Poetry: So Many Kinds!, Coronet Essence of Being Human What Is Active and Creative Reading? 2359 Literature Appreciation Stories, Coronet Boat That Jack Sailed, BFA

SUB-COMPETENCY D: ABILITY TO COMMUNICATE FACTS OR IDEAS IN WRITTEN FORM

Writing and spelling skills are tools for communication and self-expression. Even though the need for written expression is perhaps less than that of several of the language arts competencies or areas, there are, however, some basic functional skills that each student should try to master. He/She will need these skills in order to write notes, simple messages, letters, shopping lists, and to complete forms. The teacher's focus, therefore, must be on providing experiences to develop his/her ability to write legibly, to spell correctly, to express complete thoughts or ideas, to punctuate, capitalize, and to use language correctly in meeting ordinary demands of living. Proficiency in basic skills will possibly contribute to increased self-confidence and perhaps increase the ease with which a student addresses future writing demands.

SUB-COMPETENCY: D. ABILITY TO COMMUNICATE FACTS OR IDEAS IN WRITTEN FORM

LEARNING GOAL:

D-1 Student will be able to write legibly.

BEHAVIORAL OUTCOMES:

*D-1.1 Student will be able to write legibly using manuscript or cursive. Success will be determined by the student evidencing proper letter formation and spacing (Subjective Judgment of the Teacher) on a written assignment.

*D-1.2 Student will be able to write his/her signature legibly using cursive. Success will be determined by the student evidencing proper letter formation and spacing (Subjective Judgment of the Teacher) on a written assignment.

*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Use daily spelling words (functional list in the curriculum guide) for handwriting practice with emphasis on letter formation, spacing, manuscript, cursive. 2. Student practices his/her signature on forms where it is required. 3. Discuss the need for having a signature that is consistent, using cursive vs. manuscript.	SIGNATURE Refer to: Functional Word List-Abbreviations p. 27		Text Letters In Words, Curriculum Associates Handwriting-Cursive, Media Materials Spelling Words in Use, Curriculum Associates Working with Words, Curriculum Associates Spelling and Writing Pattern Series, Follett Publishing Co. Kits Spelling and Writing Patterns Series, (Rev.) Books A-F, Follett Audio-Visual Writing: Your Communication Skills, Coronet Writing A Good Paragraph, Coronet Effective Writing Learning from Advertising Language, Coronet Holding Them Spellbound, Centron English On the Job Writing Skills, Coronet Other

SUB-COMPETENCY: D. ABILITY TO COMMUNICATE FACTS OR IDEAS IN WRITTEN FORM

LEARNING GOAL:

D-2 Student will be able to use appropriate written response in a given situation.

BEHAVIORAL OUTCOMES:

*D-2.1 Student will be able to correctly fill out various types of forms. Success will be determined by the student correctly filling out the following forms:

a. application
b. social security
c. bank
d. credit
e. licenses
f. taxes
g. order blanks.

D-2.2 Student will be able to identify each type of correspondence by name and the type of information it provides. Success will be determined by the student being able to match each type of correspondence with a short description of it for the following:

a. letters of complaint
b. personal and social notes
c. business letters.

*Minimal Behavioral Outcome Skills

SUB-COMPETENCY: D. ABILITY TO COMMUNICATE FACTS OR IDEAS IN WRITTEN FORM

LEARNING GOAL:

D-2 Student will be able to use appropriate written response in a given situation.

BEHAVIORAL OUTCOMES:

D-2.3 Student will be able to write business and personal letters and social notes. Success will be determined by the student's writing a letter and correctly including the following parts: heading, greeting, body, closing and signature.

*D-2.4 Student will be able to correctly address an envelope given a person's name and address. Success will be determined by the student correctly addressing an envelope.

D-2.5 Student will be able to alphabetize a list of twenty words. Success will be determined by the student correctly placing these words in alphabetical order.

*D-2.6 Student will be able to correctly write/spell functional personal words and abbreviations: name, dates, address, place of birth, job address, school address, references, employers' name. Success will be determined by the student writing/spelling this information correctly.

*D-2.7 Student will be able to write a simple sentence. Success will be determined by the student being able to write a sentence that expresses a complete thought or idea.

*Minimal Behavioral Outcome Skills

SUB-COMPETENCY: D. ABILITY TO COMMUNICATE FACTS OR IDEAS IN WRITTEN FORM

LEARNING GOAL:

D-2 Student will be able to use appropriate written response in a given situation.

BEHAVIORAL OUTCOMES:

D-2.8 Student will be able to write a simple message. Success will be determined by the student including information telling who, what, where, when, and how much in the message.

D-2.9 Student will be able to write a simple paragraph. Success will be determined by the student including in the paragraph a topic sentence and three supporting sentences.

D-2.10 Student will be able to write an acceptable sentence or paragraph using the following. Success will be determined by the student producing a sentence or paragraph that contains correct punctuation, capitalization, parts of speech and usage.

*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students fill out a variety of forms. 2. Have students order specific items in a catalogue (real or simulated). 3. Collect various types of forms. 4. Label the uses of each form. 5. Have students discuss the various types of letters and when each is appropriate. 6. Have students make a bulletin board or chart on the types of letters, using models of student work. 7. Have students as a class write an invitation to paretns for "Back to School!" night. 8. Have students write a letter of application. 9. Write a letter to a bank making an appointment for the class to go to open accounts. 10. Write a thank you note to a member of the guidance department or administrator for attending a meeting or for giving assistance.	APPLICATION CREDIT BANK SOCIAL SECURITY LOAN CHECKING TAXES DEPOSIT WITHDRAW SAVINGS DRIVE-IN SAFE DEPOSIT BOX TRAVELERS CHECK INSIDE ADDRESS GREETING R.S.V.P. BODY CLOSING RETURN ADDRESS ENVELOPE COMPLAINT BUSINESS PERSONAL SOCIAL NOTES ALPHABETIZING	D-2.1 with VIII, C-2.2 D-2.1 with IV, B-2.2 D-2.1 with I, D-2.4 D-2.1 with VII, C-2.2	Text Everyday Reading and Writing, New Readers' Press Scope/Visuals English for Everyday Living Ideal Publications Kits Handwriting-Cursive, Media Materials, Inc. Written Expression Series, Media Materials, Inc. Audio-Visual Other

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
11. Have the students write a letter of complaint. 12. Have students address envelopes to accompany the above letters. 13. Have students practice alphabetizing using groups of functional words. (Number of words, Subjective Judgment of the Teacher--goal - 20) 14. Throughout the year have students assist when alphabetizing needs to be done for administrative purposes. 15. Have students take weekly tests spelling a portion of the basic personal words and functional list. 16. Use charts with basic functional words. 17. Have students fill in the blanks using functional words. 18. Use the language master/reader. 19. Have students make up and play concentration and bingo games using their weekly words. 20. Have students participate in spelling bees.	MESSAGE SUBJECT VERB ADVERB ADJECTIVE PRONOUN AGREEMENT COMPLETE INCOMPLETE EXPRESS SENTENCE PARAGRAPH TOPIC SENTENCE PROOF EVIDENCE SUPPORTING CAPITALIZATION PUNCTUATION INDENT PERIOD COMMA QUOTATION MARKS ONE WORD NOTES Refer to: Functional Word List-Abbreviations p. 27		Text Kits Audio-Visual Other

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
21. Have students discuss what a good message includes. (who, what, where, when, how much)			Text
22. Have students make up message forms.			
23. Have the student answer the telephone and take messages on forms.			
24. Have students dramatize situations in which messages must be recalled and transmitted.			Kits
25. Have students discuss the properties of a simple sentence.			
26. Have students discuss parts of a sentence after introduction of subject and verb.			
27. Present students with complete and incomplete sentences and ask them to separate them.			Audio-Visual
28. Ask students to complete sentences that do not express a thought or idea.			
29. Ask students to write simple sentences using their functional word list.			Other
30. Have students discuss "What is a paragraph?"			

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
31. Write a class paragraph, pointing out the topic sentence (theme) outline of thoughts, and key words.			Text
32. Provide practice with class paragraphs. Give a class topic sentence and use support sentences offered by class members.			
33. Given topic sentences, have the students write paragraphs.			
34. Make a bulletin board using samples of student work.			Kits
35. Retain paragraphs so students can make comparisons as the year progresses.			
36. Present students with worksheets that give practice in correct usage.			Audio-Visual
37. Make bulletin board incorporating information on correct usage.			
38. Dictate simple sentences to students and have them punctuate and capitalize correctly.			Other
39. Have students play word anagrams, recording their sentences on paper.			

SUB-COMPETENCY: D. ABILITY TO COMMUNICATE FACTS OR IDEAS IN WRITTEN FORM

LEARNING GOAL:

D-3 Student will be able to write for pleasure.

BEHAVIORAL OUTCOMES:

D-3.1 Student will be able to write for pleasure. Success will be determined by the student writing either a short story, experience story, or a poem concerning a subject/topic in which he/she is interested.

D-3.2 Student will be able to write memorabilia (yearbooks, albums, address books, memory books, autograph books, slang books, and special occasions cards). Success will be determined by the student being able to correctly write his/her signature (autograph), complimentary and congratulatory remarks.

*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Allow time for pleasure writing one day a week. 2. Allow students the option of sharing their work. 3. Make a bulletin board of student work. 4. Ask students to write journals and diaries. 5. Discuss memorabilia, what it is and why it is a part of our written expression. 6. Have students bring examples of memorabilia to class. 7. Make a class list of complimentary and congratulary remarks. 8. Have students make autograph and/or slang books. 9. Have students send Christmas or birthday cards to their employer. 10. Make a bulletin board of memorabilia.	JOURNALS DIARY YEARBOOK AUTOGRAPH BEST WISHES GOOD LUCK HAPPY BIRTHDAY MERRY CHRISTMAS THANK YOU LOVE CONGRATULATIONS HAPPY HANUKKAH		Text English for Everyday Living Ideal Publications Kits Audio-Visual Other

SUB-COMPETENCY E: NONVERBAL COMMUNICATION

One of the more general catgories in Communications is the ability to interpret and relay information nonverbally. Because it is a skill that the majority of people acquire through the normal pattern of development, it is often overlooked as a facet of communications. But, because of the disadvantages students in the vocational development program may have, they often do not have the ability to observe and interpret this subtle form of communication. Yet, the day-to-day problems of dealing with people necessitates one's acquiring and honing these skills. The simple task of being able to interpret an employer's mood may be essential to the maintenance of one's position. It is therefore essential that our students acquire the ability to interpret facial expressions, to gather information from gestures and to understand the international signs he/she may come in contact with in daily living.

SUB-COMPETENCY: E. ABILITY TO COMMUNICATE NONVERBALLY

LEARNING GOAL:

E-1 Student will be able to observe and interpret nonverbal communications.

BEHAVIORAL OUTCOMES:

E-1.1 Student will be able to interpret gestures and facial expressions. Success will be demonstrated by the student correctly matching a set of picture cards showing employers/employees looking happy, sad, afraid and angry to the expression. (Communications Mode Optional) (Subjective Judgment of the Teacher)

E-1.2 Student will be able to interpret the intensity of the feeling expressed in facial expressions and gestures. Success will be demonstrated by the student, when given a set of eight cards which clearly depict employers/employees looking: mad, angry, pleased, overjoyed, afraid, cowering, sad, crying correctly sorting the cards into four groups and indicate which of the two expressions is more intense. (Communications Mode Optional) (Subjective Judgment of the Teacher)

*E-1.3 Student will be able to interpret gestures and facial expressions that have basic meanings. Success will be demonstrated by the student, when given a set of cards matching each to the meaning. (Examples: tall, tiny, hello, shush, no, yes) (Communications Mode Optional) (Subjective Judgment of the Teacher)

*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Cut pictures from newspapers and magazines that display a variety of attitudes. 2. Make a bulletin board using the above pictures. 3. Make up a concentration game and ask students to match similar or opposite attitudes. 4. Construct a matching game using pictures and name of the expression. 5. Cut pictures from newspapers and magazines that display a variety of degrees of intensity of expressions. 6. Have students sort the above pictures according to attitudes being expressed. 7. Ask students to choose which picture in each group represents the most intense expression. 8. Cut out pictures from magazines and newspapers that show gestures and facial expressions that have basic meanings.	GESTURES FACIAL EXPRESSION NONVERBAL COMMUNICATION		Text English for Everday Living Ideal Publications Kits Audio-Visual Messages, NBC Animal Secrets Release Animals and How They Communicate, Coronet Exchange of Ideas, Your Communication Skills, Coronet Posture in Motion, EBE Little Mariner, EBE Persistent See, Perennial Other

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
9. Have students make up and play a game, matching the gesture/expression with its meaning.			Text
10. Have students dramatize simple word meanings.			
			Kits
			Audio-Visual
			Other

SUB-COMPETENCY: E. ABILITY TO COMMUNICATE NONVERBALLY

LEARNING GOAL:

E-2 Student will be able to interpret universal signs and gestures appropriately.

BEHAVIORAL OUTCOMES:

E-2.1 Student has the knowledge to correctly interpret nonverbal signals as evidenced by his/her correctly responding when presented with the following signs and gestures:

a. international signs
b. an individual motioning for help
c. traffic direction.

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*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
			Text
1. Take pictures/slides of noverbal signals/signs.	EMERGENCY	C-1 Reading E-2.1 with II, D-3.2	
2. Take walks in the school and community.		E-2.1 with II, B-3.1	
3. Discuss acceptable roles in the following situations: fire, hear a siren, flood, cafeteria line up, defense alert, restaurant, movies, ball game, concert, play.			**Kits**
4. As a follow-up to the above, have students find pictures of group activity and emergency situations.			
			Audio-Visual International Traffic Signs Interpretive Education Communication: Person to Person Scholastic
			Other

SUB-COMPETENCY: E. ABILITY TO COMMUNICATE NONVERBALLY

LEARNING GOAL:

E-3 Student will be able to select a distinguishing factor or detail in relation to its surroundings.

BEHAVIORAL OUTCOMES:

*E-3.1 Select a distinguishing factor or detail in relation to its surroundings. Success will be demonstrated by the student's locating selected details in pictures. (Examples: tallest building, red sign, mailbox, fire hydrant)

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*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Present students with pictures and discuss background, foreground, specific colors, distinguishing features.	BACKGROUND FOREGROUND LANDMARK DISTINGUISHING FEATURES SPECIFIC COLORS	E-3.1 with II, B-4.2	**Text**
2. Take a community walk, having students observe/note specific details.			
3. Have a student draw map to his/her house without using street signs.			
4. Arrange for the "Trails of Freedom" free tour in D. C.			**Kits**
			Audio-Visual
			Other

STUDENT PROFILE CHART

COMPETENCY : COMMUNICATIONS

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
*A-1.1a	The student can complete a direction (single or sequential).			
**A-1.1b	The student can answer three questions about the information given (who, what, where, when, why). (Communications Mode Optional)			
*A-1.2	The student can make a list of at least three common sounds of warning. (Communications Mode Optional)			
*A-1.3	The student can match at least three sounds of warning with the appropriate behavioral response. (Communications Mode Optional)			
A-1.4	The student is able to list at least three examples of mass media. (Communications Mode Optional)			
A-1.5	The student can match specific situations with appropriate response; weather, directory assistance, defense alerts, and emergency announcements. (Communications Mode Optional)			
A-2.1	The student can indicate that he/she is listening; eye contact, gestures, expression (Subjective Judgment of the Teacher) and correctly summarize what was said.			
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				702

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
A-2.2	The student can respond correctly to question, who, what, where, when, why and/or how much, relating to the information included in the discussion. (Subjective Judgment of the Teacher) (Communications Mode Optional)			
*A-2.3	The student can wait his/her turn to speak in discussions and conversations. (Subjective Judgment of the Teacher)			
A-3.1	The student can identify three art forms that can be enjoyed through listening.			
A-3.2	The student can list at least four sounds of nature.			
*B-1.1	The student can make at least one relevant comment in a discussion/conversation. (Subjective Judgment of the Teacher)			
B-1.2	The student can 1) speak loudly and clearly and 2) alter his/her tone of voice (voice inflection). (Subjective Judgment of the Teacher)			
B-1.3	The student can match a specific behavior with the appropriate verbal response. (Communication Mode Optional)			

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* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
*B-1.4	The student can successfully participate in a dramatization of making appointments. (Subjective Judgment of the Teacher)			
*B-1.5	The student can successfully participate in a simulated job interview. (Subjective Judgment of the Teacher)			
*B-1.6	The student can successfully participate in a dramatization depicting acceptable ways of terminating employment. (Subjective Judgment of the Teacher)			
*C-1.1	The student can identify safety, directional, and informational signs and relate the information they convey.			
*C-1.2	The student can correctly identify each word on the functional word list in the curriculum. (Communications Mode Optional)			
*C-1.3	The student can correctly identify each appreviation on the functional word list in the curriculum. (Communications Mode Optional)			
C-1.4	The student can correctly identify the quantity, cautions, and frequency of use for: *a. medicine			
	b. clothing			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
c. personal hygiene			
d. cleaning			
e. food			
f. pest control products.			
C-1.5 The student can successfully prepare food, assemble a product, or play a game following simple sequential directions.			
*C-1.6 The student can successfully operate:			
a. a vending machine			
b. a washing machine			
c. a drying machine			
d. a voting machine			
e. a pay phone			
f. a stamp machine			
g. a newspaper machine			
h. a change machine			
i. an emergency phone			
C-1.7 The student can identify items on a menu and make a choice in accordance with the amount of money he/she wishes/has to spend. 707			708

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY VI: COMMUNICATIONS

Abbreviated Behavioral Outcomes (See curriculum for detailed statement)	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
*C-1.8 The student can identify time of arrival, time of departure, cost, stops made, destination, and codes on a schedule for:			
a. buses			
b. trains			
c. subways			
d. planes			
e. boats.			
*C-1.9 The student can identify time of arrival and departure from school and work, duration of time spent in school and work, and school and work days of the week. (Communications Mode Optional)			
C-1.10 The student can recognize/read words or signs in:			
a. announcements on his/her job			
b. work schedules on his/her job			
c. manuals			
d. paychecks			
e. memos			
f. company policies.			

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*Minimal Behavioral Outcome Skills

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STUDENT PROFILE CHART

COMPETENCY

	Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
*C-1.11	The student can identify name and type of information provided in:			
	a. a dictionary			
	b. a phone book			
	c. a catalogue			
	d. an encyclopedia.			
C-1.12	The student can locate a given topic/subject within the table of contents or index by page number.			
C-1.13	The student can determine if a given topic is on a particular page, given two guide words.			
*C-1.14	The student can locate a given word, fact, description, and/or price found:			
	a. a dictionary			
	b. a TV guide			
	c. a movie guide			
	d. an amusement section (newspaper)			
	e. a travel or camping guide			
	f. a phone book			
	g. a catalogue			
	h. an encyclopedia.			

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* **Minimal Behavioral Outcome Skills**

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
C-1.15	The student can match standard types of test format with test forms, i.e., short answer, multiple choice, fill in the blank, short essay, true/false.			
C-2.1	The student can list three types of material that a friend reads for enjoyment.			
C-2.2	The student can list three types of material that he/she reads for enjoyment. (Communications Mode Optional)			
C-2.3	The student reads for enjoyment.			
*D-1.1	The student can write legibly using manuscript.			
*D-1.2	The student can write his/her signature legibly using cursive.			

*** Minimal Behavioral Outcome Skills**

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
*D-2.1	The student can fill out:			
	a. an application form			
	b. a social security form			
	c. bank forms			
	d. credit card applications			
	e. applications for licenses			
	f. simple tax forms			
	g. order blanks in catalogues.			
D-2.2	The student can match each type of correspondence with a short description of the information it provides for the following:			
	a. letter of complaint			
	b. personal letter			
	c. social notes			
	d. business letter.			
D-2.3	The student can write an appropriate letter including the heading, greeting, body and closing using the appropriate form and conveying the intended message for the following:			
	a. business letter			
	b. personal letter			
	c. social note.			
*D-2.4	The student can correctly address an envelope given a person's name and address.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
D-2.5	The student can place 20 functional words in alphabetical order.			
*D-2.6	The student can correctly write/spell functional personal words and abbreviations including name, dates, address, place of birth, job and school addresses, references and employer's name.			
*D-2.7	The student can write a sentence that expresses a complete thought/idea.			
D-2.8	The student can write a simple message including who, where, what, when and how much.			
D-2.9	The student can write a simple paragraph including a topic sentence and supporting sentences.			
*D-2.10	a. The student can write an acceptable sentence using correct punctuation, capitalization, parts of speech, and usage. b. The student can write an acceptable paragraph using correct punctuation, capitalization, parts of speech, and usage.			
D-3.1	The student can write a short story, experience story or poem for pleasure			
D-3.2	The student can write his/her signature (sutograph) and complimentary or congratulatory remarks.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
E-1.1	The student can interpret gestures and facial expressions (Communications Mode Optional)			
E-1.2	The student can interpret the intensity of feeling expressed in facial expressions and gestures. (Communications Mode Optional)			
*E-2.1	The student can indicate an acceptable response to nonverbal signals (universal signs, emergency situations). (Communications Mode Optional)			
*E-3.1	The student can select a distinguishing factor or detail in relation to its surroundings. (Communications Mode Optional)			
	719			720

* **Minimal Behavioral Outcome Skills**

Student Teacher, Parent Profile Chart

COMPETENCY

Student, Teacher, Parent Derived Behavorial Outcomes	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
721			722

VOCATIONAL DEVELOPMENT/EVERYDAY SKILLS PROGRAM

COMPETENCY #VII MEMBER OF SOCIETY

Prince George's County Public Schools
Upper Marlboro, Maryland 20870

Edward J. Feeney, Superintendent of Schools
1977 - Revised

Joint Project by
Special Education Department and
Career Education Department

COMPETENCY VII

Member of Society

If a society is to perpetuate itself, each individual must assume responsibility for contributing to its survival. In order for a citizen to participate effectively in and contribute to his/her society he/she must acquire certain understandings and attitudes which serve as guides as to how people interact and contribute to each other's welfare.

The vocational development students should realize concepts regarding their relationship to the community, county, state, nation and world. The students should be exposed to their American heritage and tradition so that they can be helped toward forming standards to live by and to understand their basic rights, privileges, and responsibilities. They should be helped to evaluate leadership and determine those qualities that a good leader should possess. Additionally, the students should remain informed, despite any verbal and reading deficiency, in order to be a functioning citizen.

The sub-competencies which follow, and the behavioral outcomes listed, are vehicles by which vocational development students will be taught that they have a definite contributory role in our society. The activities listed will enable the students to realize their self-worth and increase their interaction with others. It will be up to individual teachers to further explore these areas as their student's interests, needs, and abilities indicate; realizing individualization is a primary concern and goal in the education of the students.

SUB-COMPETENCY A: ABILITY TO EXPLORE THE FACT THAT THE UNITED STATES IS A NATION OF DIFFERENT PEOPLE

The primary goal of this unit is to make the students aware that the United States is representative of many different groups of people; that these groups have enriched America through their thoughts and contributions. Students themselves will bring to the class experiences that they have had, heard about and/or read about, which will add further meaning to this unit.

The teacher, depending upon the interest, attention level, and ability of the class, will adjust the depth of coverage as needed. Through the use of current events, this unit will be even more meaningful to students as they will be able to identify with personalities and issues of their time.

SUB-COMPETENCY: A. ABILITY TO EXPLORE THE FACT THAT THE UNITED STATES IS A NATION OF DIFFERENT PEOPLE

LEARNING GOAL:

A-1 Student will be aware that the United States is made up of people of varied nationalities.

BEHAVIORAL OUTCOMES:

*A-1.1 The student will be aware that many immigrant groups came to America. Success will be evidenced by the student being able to identify three immigrant groups, the countries from which they came, and why they came to America. (Communications Mode Optional).

A-1.2 The student will gain the knowledge of how immigrants become U.S. citizens. Success will be determined by the student's citing the requirements for becoming a "naturalized citizen."

*A-1.3 The student will be able to recognize that all people have equal rights in competing for employment. Evidence of this understanding will be demonstrated by the student's being able to explain that national origin is not a legal or logical prerequisite for obtaining a job. (Communications Mode Optional)

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* Minimal Behavioral Outcome Skills

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Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Show filmstrip and have student list 3 immigrant groups that came to America. 2. Have a student discussion of ancestoral origins. 3. Dramatize reasons why immigrants came to America. 4. Have student committees do research (using available resources) on symbolism of the Statue of Liberty, Ellis Island, etc. 5. Invite a speaker from the Department of Immigration and Naturalization to speak on the difference between natural citizens and naturalized citizens. 6. Have students match immigrant groups of the U. S. with countries of their origin. 7. View films and in committees discuss problems of employment of immigrants.	SOCIETY NATIONALITY IMMIGRANT CITIZENS NATURAL BORN NATURALIZED CONTRIBUTIONS	A-1.3 with VIII E-1.1	**Text** The Americans, pp. 303-316, 302-322, 328 **Kits** This Land Is Our Land: The American Dream, Scholastic **Audio-Visual** From Africa, Asia, and the Americas: Minorities, Coronet Immigration in America's History, Coronet Immigrant Experience: The Long, Long Journey, Learning Corp. **Other** Scholastic Magazines Maps Use of school library for biographical data

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
8. Have student committees research outstanding people of different nationalities and their contributions to American society (written and oral presentations).			Text Kits Audio-Visual Other

SUB-COMPETENCY: A. ABILITY TO EXPLORE THE FACT THAT THE UNITED STATES IS A NATION OF DIFFERENT PEOPLE

LEARNING GOAL:

A-2 Student will develop an understanding that the U.S. is represented by a variety of religions.

BEHAVIORAL OUTCOMES:

*A-2.1 The student will be aware that religious factors were involved in the early settlement of America. Success will be determined by the students listing at least three groups of settlers who came to America for religious reasons. (Communications Mode Optional)

*A-2.2 The student will gain the knowledge to understand the development of religious freedom in the U.S. as evidenced by naming the basic document establishing this freedom.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Show filmstrip and students will make a chart listing names of some early founders. 2. Assign student committees to search for information on early religions and/or settlers/founders. Report to class by (Communications Mode Optional). 3. List the names of some of the places of worship in your community. 4. Develop skit to show place of religious freedom in our society. 5. Have student draw or make a collage to illustrate an aspect of some of the religions studied.	RELIGION RELIGIOUS FREEDOM TOLERANCE PROTESTANTISM CATHOLICISM JUDAISM RIGHTS BILL OF RIGHTS		Text The Americans, pp. 34-40 A Modified History of the U. S. A. Manning Pub. Kits This Land Is Our Land: The American Dream, Scholastic Audio-Visual In the Name of Religion: Minorities Coronet Freedom of Religion: Bill of Rights in Action, BFA Other Scholastic Magazines School based filmstrips

SUB-COMPETENCY B: ABILITY TO EXPLORE GOVERNMENTAL STRUCTURE

The primary emphasis of this unit is to have students develop an awareness that they have the responsibility to be participating members of their community and society. Responsibility involves an awareness of levels of government, leaders and leadership qualities, governmental services and the citizen's role in contributing through taxes to the functioning of the above. Too often students only become aware of governmental functioning when they are in need of immediate service. It is hoped that by exposing students at the high school level to the concepts within this sub-competency that they will be better prepared to step out into the adult community upon graduation.

SUB -COMPETENCY: B. ALILITY TO EXPLORE GOVERNMENTAL STRUCTURE

LEARNING GOAL:

B-1 Student will be aware of the rights and responsibilities he/she has in relation to the community in which he/she lives.

BEHAVIORAL OUTCOMES:

*B-1.1 The student will develop an awareness that all members of groups have rights and responsibilities as evidenced by his/her listing (Communications Mode Optional) responsibilities they have to each of the following groups:

a. family
b. school
c. work.

B-1.2 The student will recognize that his/her community contributes to citizens' welfare. Success will be demonstrated by the student reporting three community services provided for citizens and explain the citizens' role in helping to provide these services.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Use films, pictures and pamphlets to illustrate and allow for discussion of community services and their value to the student. 2. Present a filmstrip to show students how taxes go toward providing services. 3. Have student draw chart showing different jobs of people in a group to which he/she belongs. 4. Have speakers from fire, police, trash department.	RESPONSIBILITY COMMUNITY SERVICES AGENCY POLICE OFFICER TRASH COLLECTON FIREFIGHTER		Text The Americans, p. 44, pp. 142-143, 415-417, 426-427, 429-430 Kits Audio-Visual Family Teamwork and You Find Yourself, Then Your Job, Doubleday Community Keeps Healthy Community Keeps House, BFA Basic Concepts in Social Studies "Why We Have Taxes," 3133, Other Scholastic Magazines Appropriate TV programs, i.e., Emergency Magazines

SUB-COMPETENCY: B. ABILITY TO EXPLORE GOVERNMENTAL STRUCTURE

LEARNING GOAL:

B-2 Students will develop basic understanding of the essentials of Prince George's County Government.

BEHAVIORAL OUTCOMES:

*B-2.1 The student will acquire the knowledge of the geographic location of Prince George's County. Success will be demonstrated by the student's locating Prince George's County and its county seat on a map of Maryland.

*B-2.2 The student will acquire the knowledge that the county government is headed by a County Executive, as evidenced by his/her correctly naming the current County Executive.

B-2.3 The student will gain the knowledge of what services the county provides. Success will be demonstrated by the student naming three such services.

*B-2.4 The student will develop an awareness of a variety of services provided by the county police and fire companies, as evidenced by the student citing (Communications Mode Optional) three services each provides.

B-2.5 The student will be aware of the job opportunities available in the county government. Success will be demonstrated by the student reporting (Communications Mode Optional) two employment opportunities.

* Minimal Behavioral Outcome Skills

SUB -COMPETENCY: B. ABILITY TO EXPLORE GOVERNMENTAL STRUCTURE

LEARNING GOAL:

B-2 Students will develop basic understanding of the essentials of Prince George's County Government.

BEHAVIORAL OUTCOMES:

B-2.6 The student will be aware of the relationship between the taxes a citizen pays and what county services are provided. Evidence of this will be determined by the student listing (Communications Mode Optional) two services provided by local taxes.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Present filmstrips showing the make-up of Prince George's County. 2. Have students locate on an outline map the community in which they live and the location of the county seat. 3. Invite student government member to explain how student government got started in the school. This will provide the basis for a class presentation of the type of government structure Prince George's County has. 4. Invite a member of the County Council to talk on the county government. 5. Request a police representative to show films of police-community relationships/services. 6. Have student make a personal list of job opportunities that they have learned about in this unit. 7. Have student collect articles over a period of weeks relating to the county expenditures.	COUNTY SEAT GOVERNMENT STRUCTURE COUNTY COUNCIL COUNTY EXECUTIVE COUNCILMAN	B-2.5 with VIII, A-1.1	Text Let's Learn About Maryland and Prince George's County, Board of Education I Live in Many Places, Target Series, Mafex Associates Kits Audio-Visual Prince George's County - Its Geography, Board of Education Other Outline Maps Speakers (See Activities

SUB -COMPETENCY: B ABILITY TO EXPLORE GOVERNMENT STRUCTURE

LEARNING GOAL:

B-3 Students will develop an understanding of their state government.

BEHAVIORAL OUTCOMES:

*B-3.1 The student will acquire the knowledge of the geographic location of the state of Maryland as evidenced by his/her locating Maryland and its capital on a map of the United States.

B-3.2 The student will be aware of the variety of services provided him/her by the state. Success will be demonstrated by the student listing (Communications Mode Optional) three such services.

B-3.3 The student will demonstrate an awareness of the need for laws as evidenced by his/her being able to discuss laws within his/her state that are pertinent to him/her.

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have student use an outline map of the U.S. to locate the state of Maryland and its capital. 2. Contact State Information Service in Annapolis on films concerning recreational opportunities, employment opportunities, and other state services. 3. Using magazines (Scholastic, Search) conduct class discussion about why society needs laws, incorporate student experiences where appropriate. 4. Make bulletin board on state information.	CAPITAL GENERAL ASSEMBLY DELEGATE (REPRESENTATIVE) GOVERNOR STATE SENATOR SENATE		Text Let's Learn About Maryland and Prince George's County, Board of Education I Live in Many Places, Target Series Mafex Associates Kits Audio-Visual Maryland Portrait of a State, C & P Telephone Co. A Law Is Born in Annapolis, Board of Education Maryland State and Local Government, J. Mealey Associates 20th Century Maryland, Its Promise and Problems, J. Mealey Associates

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
			Other Scholastic Magazines Outline Map Newspapers, Magazines Libraries

SUB-COMPETENCY: B. ABILITY TO EXPLORE GOVERNMENTAL STRUCTURE

LEARNING GOAL:

B-4 Students will develop an understanding of the national government.

BEHAVIORAL OUTCOMES:

*B-4.1 The student will acquire a knowledge of the geographic location of the United States as evidenced by his/her locating the capital of the U. S. on a national map.

*B-4.2 The student will develop an understanding of the need for organizing a national governmental structure. This understanding will be demonstrated by the student naming (Communications Mode Optional) the document establishing the government of the United States.

B-4.3 The student will acquire a knowledge of the three branches of the federal government as evidenced by his/her naming the three branches and their major responsibility.

B-4.4 The student will gain an awareness of the function served by his/her representatives and senators in the federal government. Success will be demonstrated by the student listing (Communications Mode Optional) one function of his/her Representative and Senator.

B-4.5 The student will be cognizant of the services provided him/her by the national government and his/her role in helping to support these services. Evidence of this will be determined by his/her reporting (Communications Mode Optional) the relationship between taxes and two services provided by the national government.

i.e. President's Salary, FBI, Welfare, National Parks, space program, museums, Medicare, Social Services, defense.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have student use an outline map of the U. S. to locate the capital of the U. S. of America. 2. Use film or filmstrip to help develop awareness of national government structure. Follow this with field trip to Congress and/or Maryland State representative's offices. 3. With the aid of the teacher, have students develop their own form to illustrate the parts (branches) of the national government and the job that each performs. 4. Using newspapers and magazines, have students search out articles on spending by the national government (defense, education). Class discussion of how the worker helps finance government spending. 5. Have student choose a branch of government of his/her interest; research it, and make a report to class (Communications Mode Optional).	RESEARCH NATIONAL DEFENSE COMMANDER-IN-CHIEF SENATE HOUSE OF REPRESENTATIVES SUPREME COURT JUSTICES CONGRESS WASHINGTON, D. C. WELFARE DEFENSE MEDICARE		Text The Americans, "Process of Government," pp. 82-105 I Live in Many Places, Target Series, Mafex Associates In Your Country Young American Series Fearon Publishers Kits Audio-Visual The Presidency - Office and Powers, American Government Series, McGraw-Hill Congress of the U. S., Democracy in Action, Museum Extension Service Regulatory Agencies, Guidance Associates Capitol: Chronicle of Freedom, Films, Inc. Criminal Justice in The United States A Day with the Federal Bureau of Investigation

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
			Audio-Visual American Tragedy, (President Kennedy), News Films The First Tuesday After the First Monday, News Films Day with the FBI, FB Why We Have Taxes Other Outline Map Scholastic Magazines U. S. Government Publications (U. S. Printing Office) Newspapers

SUB -COMPETENCY: B. ABILITY TO EXPLORE GOVERNMENTAL STRUCTURE

LEARNING GOAL:

B-5 Students will be aware that the United States is one nation among many nations.

BEHAVIORAL OUTCOMES:

*B-5.1 The student will acquire the knowledge of the geographic location of the United States. . This knowledge will be demonstrated by the student locating the United States on a map of the world.

B-5.2 The student will demonstrate an awareness of the interdependence of the United States with other countries, as evidenced by his/her ability to list (Communications Mode Optional) three products the United States imports from other countries and three products the U. S. exports to other countries.

B-5.3 The student will be cognizant of the United Nations as a family of nations. This will be evidenced by his/her identifying two functions that the U. N. performs (Communications Mode Optional).

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have student use an outline map of the world to locate the U. S. of America and locate four countries that are of interest and/or are familiar to him/her.	SATELLITES UNITED NATIONS CONTINENT IMPORT EXPORT OCEAN		Text The Americans, pp/ 394-398
2. Have student present report (Communications Mode Optional) to class explaining how TV programs are sent from one country to another by satellites.			Kits
3. Using a map, have student figure the amount of time it takes to travel by airplane from the United States to several other countries. This same activity may be done involving travel by ship.			
4. Show a filmstrip or film on United Nations. Students may select one branch of the U. N. and make chart showing its structure and function (job it does)			Audio-Visual Charter, U. N., Prorary Film Inc. All Kinds of People, Sterling United Nations: Organizations for Peace, Journal Understanding Communications, Xerox Films
5. Have students do a survey of their homes to find hou many articles come from other countries.			Other Outline Map Scholastic Magazines Glove National Geographic Magazine Foreign Exchange Student

SUB-COMPETENCY C: RIGHTS AND RESPONSIBILITIES AS A CITIZEN

In order to more fully understand how valuable our rights are, this unit offers the students a perspective of their freedoms and the responsibilities that these entail. The goal of this sub-competency is to expose the students to the concept of freedoms and the responsibilities associated with these freedoms. Being able to distinguish appropriate behavior in problem situations, knowledge of the legal process and legal aid when confronted with legal problems, realizing an individual's responsibility toward the conservation of the environment, participating meaningfully in elections, and contributing to the community's welfare through work, are elements of this sub-competency.

SUB-COMPETENCY: C. RIGHTS AND RESPONSIBILITIES AS A CITIZEN

LEARNING GOAL:

C-1 Student will be able to identify and assess the rights of a citizen.

BEHAVIORAL OUTCOMES:

*C-1.1 The student will be aware that all Americans have certain rights guaranteed to them. Evidence of this knowledge will be demonstrated by the student naming the document and reporting (Communications Mode Optional) the importance of the Bill or Rights.

C-1.2 The student will have an understanding of the concept of the Bill or Rights, as evidenced by his/her listing (Communications Mode Optional) four personal freedoms (rights).

C-1.3 The student will demonstrate an awareness of the importance of his/her freedoms. This will be evidenced by his/her reporting (Communications Mode Optional) what freedom of speech, press assembly, religion, and trial by jury means to him/her.

*C-1.4 The student will be cognizant of laws that prohibit discrimination in work, education, housing, personal credit and social areas. Success will be demonstrated by the student listing (Communications Mode Optional) the effect of the laws on his/her equal rights.

* Minimal Behavioral Outcome Skills

SUB-COMPETENCY: C. RIGHTS AND RESPONSIBILITIES AS A CITIZEN

LEARNING GOAL:

C-1 Student will be able to identify and assess the rights of a citizen.

BEHAVIORAL OUTCOMES:

C-1.5 Student will be knowledgeable of the process of a criminal case. Success will be determined by his/her listing the five procedures of a criminal case and what happens during each:

a. arrest
b. booked
c. charged
d. tried
e. sentenced

C-1.6 The student will be aware of the rights of an arrested person. Success will be demonstrated by the student being able to explain (Communications Mode Optional) the rights an individual possesses as a matter of law.

* Minimal Behavioral Outcome Skills

SUB -COMPETENCY: C. RIGHTS AND RESPONSIBILITIES AS A CITIZEN

LEARNING GOAL:

C-1 Student will be able to identify and assess the rights of a citizen.

BEHAVIORAL OUTCOMES:

*C-1.7 The student will be aware of the proper way to respond when stopped by a police officer. This awareness will be demonstrated by the student reporting (Communications Mode Optional) what to do when stopped by a police officer.

C-1.8 The student will be aware of the proper steps to take when a summons is served. Success will be demonstrated by the student stating (Communications Mode Optional) the following:

a. Answer the summons.
b. Contace a lawyer.

*C-1.9 The student will be aware that the Legal Aid Society is a source of help and advice, as evidenced by his/her ability to list the services provided by this agency (Communications Mode Optional).

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Take a field trip to Upper Marlboro Court House. 2. Divide the class into groups. Each group is responsible for a poster, chart, or bulletin board about one or more of the Bill of Rights. 3. Have class discuss discrimination and how laws have changed over the last ten years. 4. Dramatize the procedures in a criminal case. 5. Arrange for a guest speaker from: a. Police department b. Legal Aid Society c. Upper Marlboro Court House 6. Make a chart listing the five procedures of a criminal case and what happens during each.	MISDEMEANOR FELONY ASSAULT LARCENY ARMED PETTY GRAND LARCENY ATTORNEY RAPE DEFENDANT PLAINTIFF SUMMONS CIVIL CRIMINAL JUDGMENT WITNESS JURY JUDGE DEFAULT	C-1.4 with VIII, E-1.1	Text Kits Modern Consumer Education Grolier Education Corp. New York Audio-Visual Search Visual 9 Courtroom Cases Scholastic Search Magazine Relevant Productions 1. My Legal Rights 2. You and the Law Other

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
7. Dramatize a trial - (Video-Tape the trial). 8. Discuss how to respond when stopped by a police officer. 9. Write a letter to the Legal Aid Society. 10. Arrange for a field trip to the FBI building. 11. Arrange for a field trip to Supreme Court.			Text Kits People and the City --Housing Conflicts --Crime and Safety --You've Been Arrested Audio-Visual -All Kinds of People -Basic Court Procedures -Changing the Law -Civil Court -De Facto Segregation: Bill of Rights in Action -Equal Opportunity: Bill or Rights -Justice, Liberty and Law -Rights of Privacy: Bill of Rights i Action Trouble with the Law

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
			Text **Kits** **Audio-Visual** **Other** Freedom of Speech: Bill of Rights Freedom of Religion: Bill of Rights

SUB-COMPETENCY: C. RIGHTS AND RESPONSIBILITIES AS A CITIZEN

LEARNING GOAL:

C-2 Student will be able to identify his/her responsibilities as a citizen both legally and ecologically.

BEHAVIORAL OUTCOMES:

C-2.1 The student will be aware of the existence of laws in our society as evidenced by his/her stating three laws that he/she thinks are significant. (Communications Mode Optional)

*C-2.2 Student will be able to understand why it is important to obey the laws. will be determined by his/her listing two penalties for breaking the law. (Communications Mode Optional)

C-2.3 Student will become aware of types of utilities used in the home. Success will be determined by his/her listing (Communications Mode Optional) at least two utilities that may exist in a home. (i.e.: water, electricity, gas)

C-2.4 Student will become aware of how he/she can conserve energy in the home as evidenced by his/her listing one way to conserve a utility. (Communications Mode Optional)

*C-2.5 Student will understand how it will be beneficial to him/her to conserve energy. Success will be determined by his/her stating (Communications Mode Optional) the relationship between using energy and saving money.

* Minimal Behavioral Outcome Skills

SUB-COMPETENCY: C. RIGHTS AND RESPONSIBILITIES AS A CITIZEN

LEARNING GOAL:

C-2 Student will be able to identify his/her responsibilities as a citizen both legally and ecologically

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BEHAVIORAL OUTCOMES:

C-2.6 Student will understand how our water, atmoshpere, and land become polluted. Success will be determined by listing (Communciations Mode Optional) (2) ways each of these natural resources may become fouled.

*C-2.7 Student will become aware of how he/she can prevent pollution of the atmosphere, water, and land, as evidenced by his/her stating (Communications Mode Optional) two ways to curtail the pollution of each.

C-2.8 Student will ralize that pollution of the land, atmosphere, and water would be detrimental to his/her health. Success will be determined by his/her stating one way that pollution is harmful to his/her body.

C-2.9 Student will become aware that some animals are considered endangered species and are protected by the Federal Government. Success will be determined by the student naming (Communications Mode Optional) two animals considered endangered.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have a discussion about a place without laws. Discussion should include: a. Would the citizens have rights? b. Would it be a safe place to live? c. Would there be protection? 2. Invite a police officer to speak to the class: P. G. Police Captain Kullie 336-8800 ext. 203 3. Make a chart showing laws on one side and the penalties on the other. 4. Make a list of utilities used in the home. 5. Write a letter requesting material for water conservation to: The Washington Suburban Sanitary Commission 4017 Hamilton St. Hyattsville, Md. 20781	ENVIRONMENT UTILITY CONSERVATION ENDANGERED SPECIES POLLUTION ECONOMICAL ATMOSPHERE ECOLOGY ELECTRICITY		Text Air Pollution Addison-Wesley Publishing Co. Being an Informed Citizen Family Development Series Steck-Vaughn, Inc. Kits Environment: Earth in Crisis Scholastic Me and My Environment Hubbard Scientific Co. Audio-Visual People and the City Can Earth Survive Why We Have Laws (Shiver, Gobble and Brone) Trouble with the Law Other Free Publications How to Save on your Electric Bill and Conserve Energy Cooperative Extension Service Va. Polytechnic Institute Blacksburg, Va. 24061

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
6. Find advertisements of gas economy cars and compare miles per gallon and cost. 7. Visit a car dealer to investigate some energy saving driving practices. 8. Video tape student made TV commercials advertising ways to conserve energy. 9. Write an advertisement selling an economy-gas saving vehicle. 10. Visit the Smithsonian Institution exhibits on endangered species. 11. Visit the National Zoo to see endangered species. 12. Make a poster showing the different causes of air, water and land pollution. 13. Collect cans, newspapers, etc. and take them to a recycling center.			**Text** **Kits** Me Now Hubbard Scientific Co. **Audio-Visual** Understanding the Law Rules and Laws Rules, Law and You Air Pollution in Perspective Conserving our Wildlife Today **Other** Guest Speakers available from: Environmental Protection Agency 401 M. St. SW Washington, D. C. 426-4188

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
14. Call or write and request information from: Office of Information Environment Protection Agency 401 M. St. S. W. Washington, D. C. 15. Have the students compare utility bills for cost. 16. Bring in a speaker from the gas and electric company to discuss conservation practices. Balto. Gas & Electric Community Relations Coordinator 234-7346 Pepco 833-7500 17. Have the custodian at school show how the meters at school are read. 18. Keep track of the Qir Quality Index in the tri-state area.			Text Kits Ecology of The Sea Energy Energy Challenge Energy: A Matter of Choices Hand Pollution: A First Film Let's Keep America Beautiful Population Ecology Audio-Visual What are We Doing To Our World What is Ecology Water Pollution Water Pollution: A First Film Garbage Air Pollution: Take a Deep Deadly Breath Animals are Crying

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
			Text **Kits** **Audio-Visual** Conserving Our Wildlife Today Deterioation of Water End of Ore Energy: Choices, Option & Decisions Garbage Explosion Junkdump **Other** Litter Monster Man's Effect On The Environment Noise Pollution

SUB -COMPETENCY: C. RIGHTS AND RESPONSIBILITIES AS A CITIZEN

LEARNING GOAL:

C-3 Students will develop an understanding of the mechanics of voting.

BEHAVIORAL OUTCOMES:

C-3.1 The student will gain the knowledge of voting requirements as evidenced by his/her citing (Communications Mode Optional) four requirements that must be met in order to vote.

*C-3.2 The student will acquire the knowledge of how to fill out a voter registration form. This will be evidenced by his/her correctly completing a voter registration form.

C-3.3 The student will be cognizant that there are two major political parties in the United States. This awareness will be demonstrated by the student's correctly naming the two political parties and their symbols.

C-3.4 The student will demonstrate an awareness of where and when he/she should vote as evidenced by his/her stating (Communications Mode Optional) where he/she would vote and when the next election will be held.

*C-3.5 The student will gain an awareness of the importance of the secret ballot as demonstrated by his/her reporting (Communications Mode Optional) how to use a voting machine and a ballot box.

*C-3.6 The student will be aware that voting is the most basic way of making his/her government answer to him/her. This will be evidenced by his/her reporting (Communications Mode Optional) two ways of changing/removing people from office.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Invite a speaker from the League of Women Voters to explain registration and voting procedures. 2. Have students practice filling out a voter registration form and discuss the importance of doing this at the age of 18. 3. Have students select articles, pictures from newspapers and magazines on issues and persons involved in election campaigns. Make a bulletin board with these items illustrating political parties. 4. Construct a cardboard voting booth and have student enact voting procedure (or borrow a voting machine from Board of Education). 5. Have students prepare booklet explaining why all citizens should vote. 6. Conduct a mock political campaign; establish student committees of responsibilities; follow with class discussion on "The Voter Is A Lawmaker."	CAMPAIGN ELECTION DAY PRIMARY ELECTION CANDIDATES DEMOCRATIC PARTY REPUBLICAN PARTY REGISTRATION SECRET BALLOT VOTING BOOTH VOTE PRECINCT ELEPHANT DONKEY		Text The Americans, pp. 337-340 Being An Informed Citizen, p. 33 Steck-Vaughn How to Register and Vote, New Readers' Press Color Me American, G. Lawson Kits Audio-Visual Democracy In Action: Nature and Function of Political Parties, EBF The Ballot, Democracy in Action, Museum Extension Service What's Your Excuse for Not Voting? Comparative Economics Systems, Holt, Rinehart, Winston Political Conventions, Guidance Associates

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
			Text Kits Audio-Visual Other Speakers, representatives of parties, candidates U. S. Government Publications Voting Machine

SUB-COMPETENCY: C. RIGHTS AND RESPONSIBILITIES AS A CITIZEN

LEARNING GOAL:

C-4 Students will gain an awareness of the relationship between their working and the contributions working makes to his/her community.

BEHAVIORAL OUTCOMES:

C-4.1 The student will develop an awareness of the variety of reasons why people work. The student will identify two social, personal or economic reasons why people work (Communications Mode Optional).

C-4.2 The student will communicate the knowledge of how his/her working contributes to his/her community and society. This will be evidenced by his/her reporting (Communications Mode Optional) two contributions that his/her working makes to his/her community and society.

C-4.3 The student will develop an awareness that all jobs have a part in the continued functioning of the community. This will be demonstrated by the student reporting (Communications Mode Optional) three jobs and how they contribute to community and society welfare.

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have class discussion of why people work. Follow with class developing a chart of why people work. (Magazines may be used.) Continue with student compiling his/her list of reasons for working. 2. Present filmstrip or film to explain government expenditure of taxes collected from workers. 3. Set up visit to water works, sewer disposal, city hall, etc. to show where tax money goes. Follow with class discussion of obligation of citizens to pay taxes. 4. Have student committees dramatize why agents from Health Department, Family Services, General Hospital are necessary to the community welfare. 5. Make a bulletin board display of services provided through taxes.	TAXES TAX DOLLAR INCOME TAX STATE TAX SALES TAX COUNTY TAX (REAL ESTATE)		**Text** The Americans, pp. 222, 226, 238 - 239, 242 They Work and Serve, Steck-Vaughn The World of Work, New Readers' Press **Kits** **Audio-Visual** The Working Man In Our Democracy, Democracy in Action, Museum Extension Service Cross reference materials, Government Structure, B-1 Community **Other** School based filmstrip on taxes Parent participants (work with related job experience) Representative from an agency's budgetary committee

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Conduct class discussion with students concerning how, when and where legal help and advice can be obtained. 2. Have class discuss legal concepts concerning rights of an arrested person. Students make outline (Communications Mode Optional) showing (illustrating) concepts learned. 3. Use magazines (plays) with appropriate skits to reinforce learning in this unit. 4. Have police officer visit the class.	LEGAL AGE ARRESTED LEGAL AID SOCIETY SUMMONS JURY TRIAL	C-4.1 with IV, E-1.1	**Text** You and the Law, Grolier Corp. The Law for You, Follett Pub. You and the Law, Modern Consumer Education Informed Citizen, p. 16, Steck-Vaughn **Kits** **Audio-Visual** Justice Under Law: Gideon Case, EBE And Then It Happened Too Reason Why **Other** Scholastic Magazine Plays, Skits Newspapers Speakers TV (where appropriate)

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
*A-1.1	The student can identify three immigrant groups, the countries from which they came, and why they came to America (Communications Mode Optional).			
A-1.2	The student can cite the requirements for becoming a naturalized citizen (Communications Mode Optional).			
*A-1.3	The student can explain that national origin is not a logical or legal prerequisite for obtaining a job.			
*A-2.2	The student can name the basic document establishing religious freedom in the U. S.			
*B-1.1	The student can list responsibilities he/she has to: family, school and job. (Communications Mode Optional).			
*B-1.2	The student can report (CMO) three community services provided citizens and explain citizens' role in helping to provide these community services.			
*B-2.1	Using a map, the student can identify the geographic location of Prince George's County and its seat of government.			
*B-2.2	The student can correctly name the current county executive.			
B-2.3	The student can report (Communciations Mode Optional) on three services provided by the county court house.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
*B-2.4	The student can identify (Communications Mode Optional) three services provided by the county police and the fire companies that service the county.			
B-2.5	The student is aware of the job opportunities available in the county government. The student will report (Communications Mode Optional) two employment opportunities.			
B=2.6	The student will be aware of the relationship between the taxes a citizen pays and what county services are provided.			
*B-3.1	Using a map, the student will identify the geographic location of Maryland its capital.			
B-3.2	The student is cognizant of the services provided him/her by the state. When questioned he/she will be able to list (Communications Mode Optional) three types of services.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
B-3.3	The student can demonstrate an awareness of the need for laws. This will be evidenced by his/her being able to discuss laws within his/her state that are pertinent to him/her.			
*B-4.1	Using a map, the student can identify the geographic location of the capital of the U. S.			
*B-4.2	The student can name (Communications Mode Optional) the document establishing the government of the U. S.			
B-4.3	The student has the knowledge that the national government is organized into several branches. The student can identify the three branches and the major responsibility of each.			
B-4.4	The student can name one function of his/her representative and senators.			
*B-4.5	The student can report (Communications Mode Optional) on the relationship between taxes and two services provided by the national government.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
*B-5.1	Using a world map, the student can identify the geographic location of the U. S.			
B-5.2	The student can name three products imported and three exported by the U. S.			
B-5.3	The student is cognizant of the United Nations as a family of nations. This will be evidenced by his/her identifying two functions that the United Nations perform (CMO).			
*C-1.1	The student can report (Communications Mode Optional) on the importance of the Bill or Rights.			
C-1.2	The student can list (CMO) four personal freedoms (rights).			
C-1.3	The student can demonstrate an awareness of the importance of his/her freedoms. This will be evidenced by his/her reporting (CMO) what freedom of speech, press, assembly, religion and trial by jury mean to him/her.			
*C-1.4	The student will be cognizant of laws that prohibit discrimination.			
C-1.5	The student will be knowlegable of the process of a criminal case.			

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
C-1.6	The student will be aware of the rights of an arrested person.			
*C-1.7	The student can explain what to do when stopped by a police officer.			
C-1.8	The student will be aware of the proper steps to take when a summons is served.			
C-1.9	The student can list the services provided by the Legal Aid Society.			
C-2.1	Student will be aware of the existance of laws.			
*C-2.2	The student will be able to understand why it is important to obey the law.			
C-2.3	The student will be aware of the types of utilities used in the home.			
C-2.4	The student will become aware of how energy can be conserved in the home.			
*C-2.5	The student will understand how it will be beneficial to him/her to conserve energy.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
C-2.6	The student will understand how our water, atmosphere and land become polluted.			
*C-2.7	The student will become aware of how he/she can prevent pollution.			
C-2.8	The student will realize pollution will be detrimental to his/her health.			
C-2.9	The student will be aware of the endangered species.			
C-3.1	The student can enumerate four requirements (CMO) he/she must meet in order to vote.			
*C-3.2	The student can correctly complete a voter registration form.			
C-3.3	The student can name the two major political parties in the U. S. and their symbols.			
C-3.4	The student can state where and when he/she should vote.			
*C-3.5	The student can report (CMO) on how to use the voting machine and the ballot box.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
*C-3.6	The student is aware that voting is the most basic way of making his/her government answer to him/her. He/she can report (CMO) two ways of changing/removing people in office.			
C-4.1	The student can identify two social, personal or economic reasons why people work (CMO).			
C-4.2	The student can report (CMO) two contributions that his/her working makes to the community and society.			
C-4.3	The student can report three jobs and how they contribute to community and society welfare.			

* Minimal Behavioral Outcome Skills

Student Teacher, Parent Profile Chart

COMPETENCY

Student, Teacher, Parent Derived Behavioral Outcomes	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
819			820

VOCATIONAL DEVELOPMENT/EVERYDAY SKILLS PROGRAM

COMPETENCY # VIII WORKER

Prince George's County Public Schools
Upper Marlboro, Maryland 20870

Edward J. Feeney, Superintendent of Schools
1977 - Revised

Joint Project by
Special Education Department and
Career Education Department

COMPETENCY VIII

Worker

Success or status in society is broadly correlated with an individual's work. Rightly or wrongly our students use this meterstick in assigning worth to others as well as themselves. Incontestably, work accounts for the signal activity in most of our lives. It would seem important then that our students possess not only the skills and attitudes that will gain for them access to the competitive work force but of equal significance that they pursue a career that is compatible with their own interests and aptitudes. More frequently than not, workers in general tend to view their jobs as divorced from their real selves. For the handicapped in particular Hoyt noted that:

> We have, for far too long, seemed to act as though a handicapped person should be both pleased and grateful for any kind of work society provides. Unlike other persons, we seem to assume that, if a person is handicapped, boredom on a job is impossible. Worse, much of society has seemed to assume that, while most persons should seek work compatible with their interests and aptitudes such considerations are not necessary when seeking to find employment for handicapped persons. If any job in the world of paid employment can be found for the handicapped person, we seem, far too often, to be personally relieved and surprised when the handicapped person is anything less than effusively grateful.

The Worker competency area incorporates through related sub-competencies the totality of understandings and skills that, properly implemented, will prepare our students for successful placement and functioning in appropriate vocational choices. Within each sub-competency a number of learning goals are defined, and associated with each learning goal a number of behavioral outcomes are identified. The behavioral outcomes serve as the evaluative criteria for the worker competency. The time spectrum covered by the behavioral outcomes cover the entire three phase (year) senior high school program--from exploring interests and aptitudes through gainful employment. It is expected that students will vary in terms of the amount of time it takes to progress through the worker competency and the degree to which they are able to successfully master the individual behavioral outcomes. Mastery, however, is viewed as a function of time and teacher programming.

The sub-competencies which comprise the Worker are:

A. Exploring job opportunities
B. Seeking, obtaining and terminating employment
C. Maintaining employment
D. Employee organizations and benefits
E. Employment laws
F. Exploring self interests and aptitudes
G. Specific job skills.

For each sub-competency a number of behavioral outcomes are listed. Totally there are 27 such outcomes that ideally our students ought to gain mastery in. Approximately half of the outcomes represent minimal essential skills and these are asterisked (*).

Prefacing the introduction of each sub-competency of the Worker is a brief rationale statement. The purpose of this narrative was to present a rationale for the inclusion of that competency titled Worker as a significant skill area necessary for functioning in everyday life.

SUB-COMPETENCY A: ABILITY TO EXPLORE JOB OPPORTUNITIES

Exploration is a first step in discovery. As the borders of career exploration widen so too do the chances of a student making a good match in terms of his/her own interests and the job opportunities available to him/her. In this sub-competency, the wise assumption is that the student would benefit by a broadening of experiential background. Initially the student will look to his/her own community so as to discover the variety of jobs available here. To make the discovery process even wider the student will identify jobs within each of the occupational clusters; and finally will select those jobs in which he/she is interested that compliment his/her preferences. Mastery of this sub-competency will be demonstrated by the student's having gained a knowledge of the characteristics and qualification of the selected jobs and beginning a realistic appraisal in terms of his/her own opportunities.

SUB -COMPETENCY: A. ABILITY TO EXPLORE JOB OPPORTUNITIES

LEARNING GOAL:

A-1 Student will identify the variety of job opportunities available in his/her immediate community.

BEHAVIORAL OUTCOMES:

*A-1.1 Student will gain a knowledge of the variety of businesses in his/her community as evidenced by his/her compiling a list of seven different businesses which employ a minimum of five employees.

A-1.2 Student will become aware of the variety of jobs available in his/her community by his/her listing a minimum of ten different jobs to be found in the seven businesses previously identified (B-1.1).

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Discuss basic commonalities of business. Suggest possible businesses. This may be introduced by asking students how many businesses they can name in the community. 2. Have students make a map of local shopping centers or industrial parks, identifying businesses. 3. Have class discussion of types of businesses students listed on their map. 4. Invite a personnel director in to discuss various jobs with class. 5. Show filmstrips or films depicting varieties of jobs. 6. Take a field trip to nearby business or industrial community. 7. Make a list of 10 jobs.	BUSINESS COMMUNITY EMPLOYER INDUSTRIAL PARK	A-1.1 with VII B-2.5	Text Kits Discovery, Scholastic Audio-Visual Career Education Series A and B, Interpretive Education Office Worker Series, Interpretive Education Auto Mechanic and Technician Architectural Career Construction Marketing Careers: Sales Careers in the Building Trades Hospital Careers Jobs in Sheet Metal Trades Machinist: You Always Do the Best Job You Can Machinist (Americans At Work) Mr. Bus Boy: Marketing Program Salesmanship: Career Opportunities Through the Mirror Other

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SUB-COMPETENCY: A. ABILITY TO EXPLORE JOB OPPORTUNITIES

LEARNING GOAL:

A-2 Student will be able to identify jobs within occupational clusters or categories.

BEHAVIORAL OUTCOMES:

A-2.1 The student will have the knowledge and understanding of the concept of classifying jobs into categories by common features. Success will be demonstrated by the student's ability to correctly place a minimum of five jobs within each of the appropriate categories.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students make a bulletin board, scrapbook, or poster suggesting the clustering of jobs they found in job, B-1. These clusterings could suggest several possible groupings (blue collar-white collar, etc.). 2. Make a learning center with 50 cards with the pictures of jobs. Have students group jobs into categories.	MECHANICAL COMPUTATIONAL SCIENTIFIC PERSUASIVE ARTISTIC LITERARY MUSICAL SOCIAL SERVICE CLERICAL	A-2.1 with IX C-1.1	Text Occupations I, New Reader's Press Occupations II, New Reader's Press Learning About Careers, David C. Cook Pub. Co. Service Occupations, Frank E. Richards People Working Today Series, Janus Book Pub. Kits Real People at Work Series Changing Time Education: Services Many People, Many Careers EMC Corporation Health Services, Encyclopedia Britannica Ed. Corp. Big Blue Marble Career Kits Xerox Education Employment Opportunities Avid Corporation Audio-Visual Automotive Mechanics: General Encyclopedia Britannica Ed. Corp. Your Working Future, Encyclopedia Britannica Education Corp. Other U.S. Office of Education Occupational Handbook

SUB-COMPETENCY B: ABILITY TO SEEK, OBTAIN, AND TERMINATE EMPLOYMENT

Making decisions about job choices and opportunities is an important preliminary step in job seeking. An equally important next step is knowing where to look and how to obtain that job. For too many students (workers) their job status is determined by chance--a friend knows of an opening, a sister can get him a job where she works. If a student feels comfortable because he/she knows where to look and how to apply, the chances are appreciably greater that he/she will put this knowledge to work. For the student to obtain that knowledge is part of the goal of this competency. In addition, changing jobs today is almost part of the work ethic. Knowing how to resign a job and the factors that should be considered before resigning are an integral part of the skill package that is included in this sub-competency.

SUB -COMPETENCY: B. ABILITY TO SEEK, OBTAIN, AND TERMINATE EMPLOYMENT

LEARNING GOAL:

B-1 Student will identify and use a variety of resources for gaining employment.

BEHAVIORAL OUTCOMES:

*B-1.1 Student will be able to communicate a knowledge of different sources for obtaining jobs. Evidence of this skill be demonstrated by the student identifying a minimum of five reasons which could serve as a source for securing a job.

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Take field trip to state employment agency. 2. Have person from employment agency talk to class. 3. Have representative from a company or union talk with class. 4. Find classified ads for particular jobs the students are interested in. Write letters applying for the jobs. 5. Make a notebook of classified ads abbreviations. 6. Write a classified ad. 7. Have DVR counselor talk to class. 8. Do TV news show with spot for a job ad. 9. Survey parents, friends, relatives about the ways they found a job. 10. Show films or filmstrips.	EMPLOYMENT AGENCY CLASSIFIED ADS FEE PAID WILL TRAIN ANSWER - ANS. APPOINTMENT-APPT. ATTRACTIVE-ATTR. BUILDING-BLDG. BUSINESS - BUS. DRIVER'S LICENSE-DRIV. LIC EVENING -EVE. GOOD SALARY-GD. SAL. HOUR-HR. HOURLY-HRLY. HOUSEKEEPER-HSWK. MAINTENANCE-MAINT. MECHANIC-MECH.	C-1.1 with VII, B-2.5	Text Out of Work, New Readers Press Me and Jobs Educational Design, Inc. Looking for a Job The Turner Career Guidance Series, Follett Pub. Co. Getting and Holding a Job Frank E. Richard Pub. Co. Getting a Job, Fearon Publishers Kits Reading Ads, Relevant Productions, Inc. Audio-Visual Finding A Job Series, Interpretive Education Finding a Job, Avid Corp. Job Opportunity Series, Encyclopedia Britannica Education Corp. Other

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
	HIGH SCHOOL GRADUATE- H.S. or H.S. GRAD. LIGHT TYPING- LT. TYP. MONDAY- FRIDAY-M-F MONTH-MO. NECESSARY- NEC. OFFICE- OFC. PART-TIME- PT. TIME PERMANENT- PERM. REFERENCES- REF. RELIABLE- REL. REQUIRED- REQ. SALARY-SAL. TEMPORARY- TEMP. TRANSPORTATION-TRANS. TYPING-TYP. WEEK-WK. WEEKDAYS- WKDYS. WEEKLY-WKLY. WORDS PER MINUTE-WPM		Text Kits Audio-Visual Other

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
	YEAR-YR. YEARLY-YRLY.		Text Kits Audio-Visual Other

SUB -COMPETENCY: B. ABILITY TO SEEK, OBTAIN, AND TERMINATE EMPLOYMENT

LEARNING GOAL:

B-2 Student will successfuly complete procedure for obtaining employment.

BEHAVIORAL OUTCOMES:

B-2.1 Student will demonstrate a knowledge of the steps to be taken in preparing for a job. Evidence of this will be demonstrated by student listing (Communications Mode Optional) sequentially the steps to follow (Subjective Judgment of the Teacher) in preparation for obtaining employment.

*B-2.2 Student will demonstrate a knowledge of the procedure for applying for a job. Evidence of this will be demonstrated by student appearing for a mock interview with a completed application and successfully completing the interview (Subjective Judgment of the Teacher).

*B-2.3 Student will successfully complete procudure for obtaining employment as evidenced by his/her being interviewed and hired by an employer.

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have student collect applications from three different places. Make a bulletin board showing differences in applications. 2. Make up own applications, trade them within class and fill out. 3. Visit Social Security Administration. 4. Write resumes. 5. Invite surprise interviewer in from faculty to practice interviewing techniques. 6. Make poster showing appropriate interview behavior. 7. Have students team up and present a mock interview to class. 8. Have student ask a former teacher to write a reference for him/her. 9. Have student write a reference for himself/herself. 10. Have student write a reference recommending a member of his/her family for a job. 11. Seek and successfully obtain a job.	INTERVIEW HANDSHAKE SIGNATURE BIRTHDATE REFERENCE RESUME PRESENT (CURRENTLY) ADDRESS PREVIOUS ADDRESS EMPLOYER EMPLOYEE	C-2.3 with VI, B-1.5 C-2.2 with VI, B-2.1	Text My Job Interview Guide My Job Application File, Janus Book Publishers The Jobs Book, Scholastic Kits Janus Job Interview Kit, Janus Book Publishers Preparing for Work How to Get and Hold a Job I Can Get A Job Relevant Productions, Inc. Audio-Visual Films-PGC: Applying For A Job Job Interview-Three Young Women Jobs and Interview: Getting Started Finding a Job Series, Interpretive Education Other

SUB-COMPETENCY: B. ABILITY TO SEEK, OBTAIN, AND TERMINATE EMPLOYMENT

LEARNING GOAL:

B-3 Student will demonstrate a knowledge of the appropriate steps for terminating employment and their consequence.

BEHAVIORAL OUTCOMES:

B-3.1 The student will develop an awareness of a variety of reasons workers give for quitting a job and be able to categorize their appropriateness. Success will be determined by the student's ability to state (Communications Mode Optional) 8 reasons and identify them either as appropriate or inappropriate.

*B-3.2 Student will be able to demonstrate appropriate methods for resigning from a job as evidenced by his/her being able to correctly distinguish standard from nonstandard resignation practices when given a list.

*B-3.3a Student will be able to estimate the possible consequences to be considered when thinking about resigning from a job. Success to be determined by the student being able to list (Communications Mode Optional) two consequences of:

1) not planning ahead before resigning
2) job hopping.

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* Minimal Behavioral Outcome Skills

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SUB-COMPETENCY: B. ABILITY TO SEEK, OBTAIN, AND TERMINATE EMPLOYMENT

LEARNING GOAL:

B-3 Student will demonstrate a knowledge of the appropriate steps for terminating employment and their consequence.

BEHAVIORAL OUTCOMES:

B-3.3b Student will be able to cite one company's policy regarding resigning from a job as evidenced by the student's being able to state the steps (Communications Mode Optional) involved in the policy statement (formal/informal).

B-3.4 Student will be able to list state unemployment benefits available to him/her plus conditions of their availability. Success will be determined by the student's correctly identifying location of nearest unemployment office and listing three services provided and any conditions noted for obtaining them.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Direct class discussion to elicit from students ways their friends, etc. have resigned from jobs. 2. Interview personnel in school. 3. Invite a resource person from unemployment to talk to class. 4. Select reasons for resigning and have students debate whether they are appropriate or inappropriate. 5. Make learning center with situations student has to place as appropriate or inappropriate. a. Don't like boss b. Not being paid enough c. Too much work d. Moving to another area e. Changing to a better job f. Enrollment in a training school g. Entering military service h. Teasing from a co-worker i. Don't like to get dirty j. Don't like certain co-worker k. Lack of dependable transportation l. Have to work on Saturday m. Don't like work hours.	TERMINATE RESIGN QUIT GRIEVANCE	C-3.2 with VI, B-1.6	Text Succeeding In the World of Work, McKnight Unemployment Is Non-cents, p. pp. 75-80 Learn To Earn, pp. 74-76, Mafex Kits Audio-Visual Films - PGC: Grievance Other

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
6. Direct class discussion of standard vs. nonstandard resignation practices. 7. Have student write letter of resignation. 8. Have students assume role of foreman and write booklets on right/wrong ways to resign. 9. Direct class discussion of consequences of job hopping. 10. Complete the following story: Jimmy Jones has had three jobs in the last year. He's applying for a new job and the personnel officer has asked him why he's had so many jobs. Jimmy Jones answers . . . You have just quit a job and the payment on your new van is due. What are you going to do? 11. Have student interview one (or more) company managers (foreman/forewoman) and report to class findings regarding policy. 12. Obtain company policies on terminating employment.	GIVE NOTICE RECOMMENDATIONS REFERENCES JOB HOPPING NOTICE POLICY BACK PAY UNEMPLOYMENT OFFICE BENEFITS CONDITIONS FOR OR PREREQUISITES FOR OBTAINING BENEFITS RESIDENCE REQUIREMENT DURATION OF BENEFIT		Text Out of Work, New Readers' Press Job In Your Future, Scholastic Scope The World of Work, New Readers' Press Kits Audio-Visual Other

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
13. Discuss the variety of company policies in terms of: a. common features b. unique policy statements.			Text
14. Visit local state unemployment office, and arrange to have students interviewed.			
15. Write to unemployment office in another state for specific information.			Kits
16. Have group make bulletin board with benefits and conditions for obtaining unemployment benefits.			
17. Complete unemployment application. Make slide tape presentation and present to a social studies class within the school.			Audio-Visual
			Other

SUB-COMPETENCY C: ABILITY TO MAINTAIN EMPLOYMENT

Appropriate job behaviors are frequently considered the common skills that everyone possesses. While it is often said, ". . . everyone knows that . . .:" it is less likely to be true with regard to the student population. Not only should the students know what are appropriate job behaviors, the knowing should be coached in understandings that are evidenced by the student's being able to explain why a given behavior is appropriate. Being able to view "good work habits" from an employer's point of view, will provide the student with a rationale for their being prized. Similarly, advancement in a job is more easily obtained when the worker knows what are prized (productive) behaviors. The behavioral outcomes listed in this sub-competency strive to insure that the students are numbered as "one" in the phrase, "Everyone knows that."

SUB-COMPETENCY: C. ABILITY TO MAINTAIN EMPLOYMENT

LEARNING GOAL:

C-1 Student can demonstrate generalized appropriate job behaviors.

BEHAVIORAL OUTCOMES:

*C-1.1 (Phase One) The student will acquire knowledge of what constitutes good work habits as evidenced by the student's ability to explain (Communications Mode Optional) at least one correct reason why an employer considers the habits on the Prince George's County Employer Rating Form important.

C-1.1 (Phase Two) The student will demonstrate good work habits on the job. Success will be determined by the student's being rated "Good" (by the employer) on the final rating on the three-point scale of the Prince George's County Vocational Development Education Employer Evaluation sheet.

C-1.2 The student will identify work behaviors that are precursors for advancement on the job. Evidence of successful identification will be determined by the student's being able to list at least five factors contributing to job advancement.

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Prepare bulletin board on good/bad habits. 2. Develop a learning station on good work habits vs. poor work habits. 3. Do dramatizations in class to discuss problems that might arise on the job. 4. Review employer evaluation form, extract factors for advancement from these. 5. Have personnel officer in to speak to class. 6. Develop a bulletin board, poster, etc. expressing person who will get ahead vs. person who will not. 7. Laminate pages of ten Good Work Habits, Mafex and use as part of learning station. 8. View films, filmstrips.	ADVANCEMENT PUNCTUAL APPROPRIATE DRESS PROMOTION EVALUATION CHAIN OF COMMAND		Text Working With Others, Steck-Vaughn Training for a Job Starting a Job Holding a Job The Turner Career Guidance Series Follett Pub. Co. Getting and Holding a Job, Frank E. Richards Pub. Co. The Work Series, Hopewell Books. Inc. All in A Day's Work, Globe Book Co. Kits World of Work I and II, Grolier How to Get and Hold a Job Relevant Productions, Inc. Audio-Visual Films - PGC: Fitting In: Your Job Getting A Promotion Good Work Habits: Your Job Jobs and Advancement on the Move Jobs and Their Environment: On the Job Jobs in the World of Work: A Place to Go Working Together You and Your Boss: Your Job

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
			Text Audio-Visual Office Practice: Manners and Customs Office Practice: Working with Others Dealing with Problem People: The Disorderly Worker Dealing with Problem People: The Hothead Dealing with Problem People: The Forgetter Other

SUB-COMPETENCY D: EMPLOYEE ORGANIZATIONS AND BENEFITS

Employee organizations and worker benefits are part of the common understanding that somehow individuals are expected to possess when they become employed. Most new employees lack this knowledge initially, but pick it up along the way. However, this is an unrealistic expectation for the students serviced by our program. The purpose of this sub-competency is to forearm our students with the variety of knowledges about worker organizations and benefits as well as the variability that may exist from one job to the next in terms of these organizations and benefits.

LEARNING GOAL:

D-1 Student will be cognizant of and able to discuss various types of employee organizations in terms of benefits, costs, options, and disadvantages.

BEHAVIORAL OUTCOMES:

D-1.1 Student will demonstrate a knowledge of the various types of possible organizations available to him/her to join as being evidenced by him/her being able to discuss membership requirements, benefits, and drawbacks of belonging to:

a. labor unions
b. associations
c. credit unions.

*D-1.2 Student will be aware of the different benefits associated with employment so that, when questioned, he/she will be able to list (Communications Mode Optional) at least three types for each of the following: leave, insurance, retirement, and pension plans and other benefits (discounts, savings plans, etc.).

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Investigate unions and associations operating in immediate community (teachers unions at job sites where 11th and 12th graders work). 2. Interview union officer or have one come to class. 3. Keep year-long scrapbook of news clippings dealing with unions, associations (unions in general or selected). 4. View filmstrips on history of AFL/CIO. 5. Do class dramatization of students' views pro/con union. 6. Visit teacher credit union. 7. Do chart, poster or collage listing aspects noted in Behavioral Outcomes. 8. Survey several kinds of jobs in area and present findings in some media form.	UNION COLLECTIVE BARGAINING CLOSED SHOP OPEN SHOP STRIKE ARBITRATION DUES BENEFIT INSURANCE PENSION RETIREMENT DISCOUNT STOCK OPTIONS		**Text** The World of Work, New Readers' Press Be Informed . . . New Readers' Press Your Work and Your Career, William Sadlier, Inc. Getting and Holding a Job Frank E. Richards Pub. Co. **Kits** **Audio-Visual** Films - PGC: Strike In Town **Other**

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
9. Prepare group projects comparing different kinds of leave for various companies. Present information in visual form (table, etc.). Same could be done for various types of insurance.			Text
10. Present listing (Communications Mode Optional) of types of leave, insurance, pension planc, etc.			
			Kits
			Audio-Visual
			Other

SUB-COMPETENCY E: EMPLOYMENT LAWS

The behavioral outcomes listed in this sub-competency relate to those "need to know" type coverages provided by law for employed, unemployed, and disabled members of the population. The emphasis is on compensation and other benefits that accrue to an individual as a member of the labor force. More often than not for our students, the benefits or assistance remains unclaimed because of ignorance of their availability. It is important that the student knows of these benefits so that they can be applied for if the need to do so ever presents itself.

SUB -COMPETENCY: E. EMPLOYMENT LAWS

LEARNING GOAL:

E-1 That student understands his/her rights as an employee under the Civil Rights Act and the Equal Opportunity Employment Act.

BEHAVIORAL OUTCOMES:

E-1.1 The student has the ability to translate fair employment laws into statements of employer protection as evidenced by his/her being able to give two examples (Communications Mode Optional) each of what is meant by discrimination in terms of sex, race, religion, national origin, age.

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Obtain copy of old classified help wanted in terms of male/female and compare with today's classified help wanted. 2. In addition to male/female categories obtain classified ads which categorize by race or national origin. 3. Request a resource person from Equal Opportunity Commission - Washington, D. C. to talk with class. 4. Have students interview people until they find one who can recall being discriminated against in employment.	EQUAL OPPORTUNITY FAIR EMPLOYMENT NATIONAL ORIGIN DISCRIMINATION RACE SEX RELIGION	E-1.1 with VII, A-1.3 E-1.1 with VII, A-3.3 E-1.1 with VII, C-1.4	**Text** The World of Work, New Readers' Press, pp. 47-48 **Kits** **Audio-Visual** **Other** Photostats of Classified Employmen Section 1950s or 1960s

SUB-COMPETENCY: E. EMPLOYMENT LAWS

LEARNING GOAL:

E-2 Student has knowledge of purpose of Child Labor Laws.

BEHAVIORAL OUTCOMES:

E-2.1 Student understands how Child Labor Laws effect him/her as evidenced by his/her being able to give two examples of their application as a function of:

a. age and hours permitted to work
b. hazardous occupations he/she is excluded from.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Invite a resource person from State Child Labor Law Division. 2. Design a billboard illustrating Child Labor Laws. 3. Develop a Learning Station with cards to match hours permitted as determined by age.	HAZARDOUS CONDITIONS WORK PERMIT		**Text**

SUB-COMPETENCY: E. EMPLOYMENT LAWS

LEARNING GOAL:

E-3 Student knows how to obtain work permit.

BEHAVIORAL OUTCOMES:

*E-3.1 Student has knowledge of procedure necessary to obtain a work permit as demonstrated by his/her obtaining one.

* Minimal Behavioral Outcome Skills

SUB -COMPETENCY: E. EMPLOYMENT LAWS

LEARNING GOAL:

E-4 Student understands what is minimum wage and to whom it applies.

BEHAVIORAL OUTCOMES:

E-4.1 Student to know what is the minimum wage and to whom it applies. Success to be determined by the student being able to correctly cite the minimum wage and be able to give an example of one group that is covered by it and one group not covered.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Arrange for a visit from a resource person from Minimum Wage Board.	MINIMUM WAGE INTERSTATE COMMERCE PART-TIME FULL-TIME		**Text**
2. Develop a billboard with categories of jobs covered by minimum wage and those not covered.			
3. Survey with questionnaire school population to discover what percent of students know minimum wage (could also include who is covered under it).			**Kits**
			Audio-Visual
			Other

SUB-COMPETENCY: E. EMPLOYMENT LAWS

LEARNING GOAL:

E-5 Student understands purpose of unemployment and insurance benefits and conditions under which he/she may apply.

BEHAVIORAL OUTCOMES:

E-5.1 Student has knowledge of purpose and conditions under which he/she may apply for unemployment benefits as evidenced by his/her being able to accurately explain (Subjective Judgment of the Teacher) main purpose of unemployment law and list correctly (Communications Mode Optional) five conditions that govern eligibility.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have class arragne for visit from a resource person from Labor Department.	MAXIMUM BENEFIT MINIMUM BENEFIT		Text Out of Work, New Readers' Press Succeeding In the World of Work, McKnight, pp. 303-308
2. Compare Maryland, D. C., and Virginia unemployment benefits.	LENGTH OF BENEFIT LAID OFF		
3. Obtain a copy of a claim form from Unemployment Insurance Service.	FIRED RESIGN		
			Kits
			Audio-Visual
			Other

SUB-COMPETENCY: E. EMPLOYMENT LAWS

LEARNING GOAL:

E-6 Student understands purpose and guidelines for Workmen's Compensation.

BEHAVIORAL OUTCOMES:

*E-6.1 The student will have an understanding of workmen's compensation. Evidence of this will be demonstrated by his/her being able to explain (Communications Mode Optional) workmen's compensation in terms of who is eligible and under what conditions.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Invite a resource person from County Workmen's Compensation Office. 2. Obtain application form for Workmen's Compensation (learning station). 3. Write a letter to U. S. Department of Labor requesting information about laws that protect workers.	INDUSTRIAL ACCIDENT DISABILITY COMPENSATION		**Text** Succeeding in the World of Work, McKnight **Kits** **Audio-Visual** **Other**

SUB-COMPETENCY: E. EMPLOYMENT LAWS

LEARNING GOAL:

E-7 Student understands how social security benefits may be obtained for workers with long term disabilities.

BEHAVIORAL OUTCOMES:

D-7.1 Student will be aware of social security benefits that may be obtained by worker with long term disability as evidenced by student being able to list three conditions which govern applicability.

*** Minimal Behavioral Outcome Skills**

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Invite resource person from Social Security Administration to discuss social security benefits. 2. Have class discussion of long term disability in relation to social security benefits - Social Security Act.			**Text** **Kits** **Audio-Visual** **Other**

SUB-COMPETENCY F: ABILITY TO EXPLORE SELF INTEREST AND APTITUDES

Frequently we overlook the possibility of matching our interests and aptitudes thereby missing our opportunity to build one on the other. Additionally, we frequently assume that students are aware of their own interests and aptitudes when this may not be the case. All too often, student's interests are narrow because of deprivating conditions. This sub-competency seeks to have each student assess not only their interests and aptitudes but also to broaden his/her knowledge with regard to a variety of interests which may not have been considered. In the process of exploring their interests and aptitudes, it is recommended that the Wide Range Interest-Opinion Test (WRIOT) be administered to the student. Mastery within this sub-competency would suggest that the student has a realistic feel for himself/herself in terms of interests and abilities.

SUB-COMPETENCY: F. ABILITY TO EXPLAIN SELF INTEREST AND APTITUDES

LEARNING GOAL:

F-1 Student will be able to identify his/her self interest.

BEHAVIORAL OUTCOMES:

*F-1.1 For the student to be able to identify his/her self interest as evidenced by the student's creating a self interest profile (Communications Mode Optional)

F-1.2 For student to be able to develop his/her ability to make an interpretation of the relationship between individual interest and environmental influences. Success will be determined by the student's ability to explain (Communications Mode Optional) what factors in his/her environment may have influenced the development of his/her interests in the Subjective Judgment of the Teacher.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students make a scrapbook or collage representing his/her self interests and present it to the class. 2. Have student demonstrate his/her changing interests over the past ten years. 3. Have student demonstrate his/her particular self interest to the class. 4. Devise a game to audit interest possibilities. (Example: "I never thought I'd be interested in ________ but ________.")	INTEREST HOBBIES		Text Learn to Earn, Mafex Associates, Inc. Succeeding In World of Work, McKnight You and Your Occupation, Follett Kits Audio-Visual Films: Find Yourself, Then Your Job Losers Weepers Other Reading Free Interest Inventory Wide Range Interest - Opinion Test

SUB-COMPETENCY: F. ABILITY TO EXPLORE SELF INTEREST APTITUDES

LEARNING GOAL:

F-2 Student will identify and assess his/her aptitudes.

BEHAVIORAL OUTCOMES:

F-2.1 The student will gain the knowledge to understand concept of "aptitudes" and be able to identify his/her own aptitudes as determined by his/her ability to correctly (Subjective Judgment of the Teacher) identufy his/her aptitudes (Communications Mode Optional) given the results of individual aptitude test Wide Range **Interest-Opinion Test** (WRIOT) and class discussion of concept.

* **Minimal Behavioral Outcome Skills**

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Discuss how climate and geographic location influence interests (skiing in cold climate). 2. Discuss geographic location in relation to pro-sports figures (i.e., basketball players from urban areas; baseball players from rural areas). 3. Have student make a chart or collage of family members indicating interests or hobbies. 4. Divide paper into four parts. Draw a picture or write in each of four boxes: a. Things you like to do b. Things you don't like to do c. Things you do well d. Things you don't do well. 5. Do profile of "My most unforgettable character" in terms of aptitudes. 6. Compile lists of aptitudes of famous people. 7. Present student with a list of items. Have student pick those which are aptitudes.	APTITUDE PROFILE URBAN RURAL		Text The World of Work, New Readers' Press Jobs in Your Future, Scholastic Scope Kits Discovery, Scholastic Audio-Visual Films - PGC: After High School What? Aptitudes and Occupations Finding Your Life's Work Other

SUB-COMPETENCY: F. ABILITY TO EXPLORE SELF INTEREST AND APTITUDES

LEARNING GOAL:

F-3 Student will match his/her own self interest and aptitude.

BEHAVIORAL OUTCOMES:

F-3.1 The student will gain the knowledge to understand that a relationship frequently exists between one's aptitude and interest as evidenced by the matching of aptitudes and interests (own) and noting (Communications Mode Optional) any congruence that exists. (Subjective Judgment of the Teacher).

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Members of occupational groups tend to have similar interests and aptitudes. Have student reaffirm this by: a. Interviewing school personnel b. Interviewing business persons.		VIII, A-1 VIII, A-2	**Text**
2. Compare results of WRIOT (or any other aptitude) with results of activity 1 above.			
3. Have student match his/her own interests and aptitudes.			**Kits** **Audio-Visual** Films - PGC: Jobs for Women: Where Are You Going Virginia? Planning Your Career Finding the Right One: Your Job **Other** WRIOT

LEARNING GOAL:

F-4 Student will analyze self selected high interest jobs.

BEHAVIORAL OUTCOMES:

*F-4.1 For the student to become familiar with specific qualifications for a student selected high interest job as evidenced by his/her being able to accurately (Subjective Judgment of the Teacher) itemize (Communications Mode Optional) qualifications in terms of: age, education or training, health, interests, aptitude, (others).

F-4.2 Student to be able to determine specific duties associated with a student selected high interest job as evidenced by the student's being able to accurately (Subjective Judgment of the Teacher) itemize selected job duties (Communications Mode Optional).

F-4.3 Student will gain knowledge to be able to accurately identify and describe the working conditions and benefits of a selected job as evidenced by student's being able to list (Communications Mode Optional):

a. Working Conditions;
   1. inside or outside
   2. alone or with others
   3. number of hours required
   4. strenuous
   5. seasonal
   6. security
   7. other

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* Minimal Behavioral Outcome Skills

SUB-COMPETENCY: F. ABILITY TO EXPLORE JOB OPPORTUNITIES

LEARNING GOAL:

F-3 Student will analyze self-selected high interest jobs.

BEHAVIORAL OUTCOMES:

b. Benefits
  1. salary (wage)
  2. training
  3. educational
  4. fringe
  5. leave
  6. organizations.

F-3.4 Student will be able to assess the chances for advancement on selected job as evidenced by his/her accurately (Subjective Judgment of the Teacher) identifying (Communications Mode Optional):
a. if possibility for advancements exists, and if so,
b. conditions for advancement.

F-4.5 Student will be able to assess the future job outlook for selected job as evidenced by his/her being able to project future needs in selected job field as determined by projections of U. S. O. E. Occupational Outlook Handbook and/or projections of local chamber of commerce.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have students write an article about their retirement telling of their life's achievements. 2. Invite resource people from businesses to discuss qualifications of good employees. 3. Contact and interview person in selected job field. Interview 11th or 12th grader about job duties. 4. Make slide tape presentation on jobs. 5. Write essay, do cartoon, etc, on "Where I will be in my job 5 years from now." 6. Conduct an advertising campaign which might include posters. (We Want You . . .) 7. Show film or filmstrip.	WORKING CONDITIONS BENEFITS QUALIFICATIONS EMPLOYEE SEASONAL SECURITY TRAINING PROGRAM ON THE JOB TRAINING FRINGE ADVANCEMENT LONGEVITY LAST IN-FIRST OUT SALARY WAGE PER HOUR		**Text** Occupations I and II, New Readers' Press Service Occupations, Richard Publishing Co. **Kits** Job Box, SRA Big Blue Marble Career Kits Xerox Education **Audio-Visual** **Other**

SUB -COMPETENCY: F. ABILITY TO EXPLORE JOB OPPORTUNITIES

LEARNING GOAL:

F-5 Student is able to match his/her interests and aptitudes with jobs he/she has identified, understanding that matching merely suggests (does not determine) job choices.

BEHAVIORAL OUTCOMES:

F-5.1 The student will be able to apply the skill of his/her matching personal interest and aptitudes with job categories as evidenced by his/her correctly matching those interests and aptitudes with the appropriate categories.

F-5.2 The student will gain the knowledge that aptitude and interest surveys and inventories do not necessarily determine an individual's job choice. Evidence of this knowledge will be determined by the students reporting (Communications Mode Optional) three logical examples of incongruence between job and individual's interest and aptitude (factual or fictional examples).

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Direct discussion highlighting the nondeterminant nature of B-3.2.			Text Kits Audio-Visual Other

SUB-COMPETENCY G: SPECIFIC JOB SKILLS

The ultimate goal of the competency, worker-of the entire program, in fact - is to prepare the student with specific general job skills. The learning goals for this sub-competency are a succession of steps which will culminate in the student's knowing what job skills he/she needs, where he/she can obtain them, and finally, the attainment of these skills. However, because facilities differ so widely from program to program in the county, no specific behavioral outcomes have been identified. Instead, strategies should be devised to correlate work experiences with in-class experiences so that, if possible, the student will possess the rudimentary skills needed before he/she begins a job.

Suggested ways for accomplishing this goal are:

1. Develop learning packets with a breakdown of skills needed for specific jobs available through area offices.
2. Enroll students in whatever skill classes are available through the regular curriculum. These might be woodworking, typing, home economics, etc.
3. Enroll students in full vocational programs.
4. Have students spend some time actually observing a worker on-the-job and complete a task analysis.
5. Once the needed job skills have been identified, any academic skills required (including functional vocabulary) can be keyed into the appropriate course.

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The criteria for evaluation of this sub-competency are:

1. Demonstration of mastery of a saleable job skill.
2. Successful use of that job skill in maintaining employment.

STUDENT PROFILE CHART

COMPETENCY VIII: WORKER

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
*A-1.1	The student can compile a list of seven different businesses which employ a minimum of five employees in his/her community.			
A-1.2	The student can list a minimum of ten different jobs to be found in the seven businesses previously identified (B-1.1).			
A-2.1	The student can correctly place a minimum of five jobs within each of the ten categories by common features identified by the Kuder Preference Test.			
*B-1.1	The students can identify a minimum of five resources which could serve as a source for securing a job.			
B-2.1	The student can list sequentially the steps to follow in preparation for obtaining employment.			
*B-2.2	The student appeared for a mock interview with a completed application and successfully completed the interview.			
*B-2.3	The student was interviewed and hired by an employer.			
B-3.1	The student can state eight reasons workers give for quitting a job and identify them as appropriate or inappropriate.			
*B-3.2	The student can correctly distinguish standard from non-standard resignation practices when given a list containing both,			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
*B-3.3a	The student is able to list two consequences of: a) not planning ahead before resigning and b) job hopping.			
B-3.3b	The student is able to state the steps (Communications Mode Optional) involved in the company's policy statement regarding resigning from a job.			
B-3.4	The student can correctly identify location of nearest unemployment office and list three services provided and any conditions for obtaining them.			
*C-1.1	The student can explain at least one correct reason why an employer considers the habits on the Prince George's County Employer Rating Form important.			
C-1.1	The student has been rated "Good"(by the employer) on the final rating on the three point scale of the Prince George's County Vocational Development Education Employer Evaluation Sheet.			
C-1.2	The student is able to list at least five factors contributing to job advancement.			
D-1.1	Student is able to discuss membership requirements, benefits, drawbacks of belonging to: a) labor unions, b) associations, c) credit unions.			
*D-1.2 935	Student is able to list at least three of the different benefits associated with employment for each of the following: leave, insurance, retirement, and pension plans and other benefits.			936

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

	Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
E-1.1	The student can translate fair employment laws into statement of employee protection by giving two examples each of what is meant by discrimination in terms of sex, race, religion, national origin, age.			
E-2.1	Student is able to give two examples of application of Child Labor Laws as a function of age and hours permitted to work.			
*E-3.1	Student obtains a work permit.			
E-4.1	The student is able to correctly cite the minimum wage and give an example of one group that is covered by it and one group not covered.			
E-5.1	The student is able to accurately explain main purpose of unemployment law and list correctly (Communications Mode Optional) five conditions that govern eligibility.			
*E-6.1	The student is able to explain workmen's compensation in terms of who is eligible and under what conditions.			
E-7.1	The student can list those conditions which govern applicability of workers with long term disabilities under Social Security.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
*F-1.1	The student can create a self-interest profile.			
F-1.2	The student can explain what factors in his/her environment may have influenced the development of his/her interests in the subjective judgment of the teacher.			
F-2.1	The student can correctly identify his/her aptitudes given the results of individual aptitude testing (WRIOT or other Battery) and class discussion of the concept.			
F-3.1	The student can match his/her aptitudes and interests and note any congruence that exists.			
*F-4.1	The student is able to accurately itemize qualifications in terms of: age, education or training, health, interests, aptitude, (others) for a selected high interest job.			
F-4.2	The student is able to accurately itemize selected job duties for selected high interest job.			
F-4.3	The student is able to accurately identify and describe the working conditions and benefits of a selected job.			

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
F-4.4	The student is able to assess the chances for advancement on selected job.			
F-4.5	The student is able to project future needs in selected job field as determined by projections of U. S. O. E. Occupational Outlook Handbook and/or projections of Local Chamber of Commerce.			
F-5.1	The student can match his/her personal interest and aptitudes with job categories as evidenced by his/her correctly matching those interests and aptitudes with the appropriate categories.			
F-5.2	The student can report three logical examples of incongruence between job and individual's interest and aptitude. 941			942

* Minimal Behavioral Outcome Skills

Student Teacher, Parent Profile Chart

COMPETENCY

	INDICATE DATE		
Student, Teacher, Parent Derived Behavioral Outcomes	Introduced	Partial Mastery	Complete Mastery

VOCATIONAL DEVELOPMENT/EVERYDAY SKILLS PROGRAM

COMPETENCY #IX LEISURE TIME

Prince George's County Public Schools
Upper Marlboro, Maryland 20870

Edward J. Feeney, Superintendent of Schools
1977 - Revised

Joint Project by
Special Education Department and
Career Education Department

COMPETENCY IX

Leisure Time

One of the outcomes of our technologically advanced society is an increased amount of leisure time. The ability to utilize this time to the greatest advantage is frequently overlooked. The purpose of this competency is to emphasize varied uses of leisure time and to investigate related occupations.

Through this competency the student will be exposed to a wide range of leisure time activities. The student is encouraged to look beyond his/her usual forms of leisure time activity in pursuit of new interests and activities to occupy free hours. Careers in leisure time fields are considered in terms of extending one's particular interests into occupational areas. The goal set for the student is to explore a variety of leisure time activities and thereby broaden the student's leisure time repertoire. In this competency students will be exposed to leisure time activities in terms of:

A. Exploring Leisure Time Activities

B. Sampling Leisure Time Activities

C. Career Opportunities in the Leisure Time Field

Coupled with leisure time exploration and sampling is a consideration of jobs available in the field of Leisure Time. Generally leisure time is considered apart from work; however, there is an ever increasing demand for workers in the Leisure Time Cluster and many of them could be performed by graduates of the program.

SUB-COMPETNECY A: EXPLORING LEISURE TIME ACTIVITIES

This sub-competency introduces various uses of leisure time. Leisure implies relaxation and the importance of this concept is explored and its significance indicated. Students are provided opportunities to locate and identify specific sites within their communities for leisure time pursuits. The studsnt is made aware of and encouraged to utilize the leisure time facilities in his own community.

SUB -COMPETENCY:

LEARNING GOAL:

A- 1 The student will be apprised of community-sponsored events.

BEHAVIORAL OUTCOMES:

*A-1.1 The student will become familiar with community sponsored activities as evidenced by his/her naming two events available in each of the following:

1. Local university or college (Prince George's County at the University of Maryland) swimming, fine arts presentations, films and lectures--call 454-0100.
2. Local Parks and Recreation Systems (Personal interest courses i.e., fishing and car maintenance) swimming, tennis, hiking, camping, skating, etc. See National Capital Park and Planning Commission newspaper or call 277-2200.
3. National and State Parks: hunting, camping, hiking, fishing, swimming.
4. Libraries and Museums (Library of Congress, local libraries, national monuments, museums, and art galleries, films, lectures, special exhibits, and concerts.)

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Call University of Maryland and inquire regarding schedule for movies and concerts. 2. Call Cole Field House to find out about public swimming hours. 3. Contact P.G. County library regarding movies, lectures, and special events. 4. Discuss preferred leisure activities requirements and limitations. 5. Report free programs advertized on radio and television.	MONUMENT MUSEUM CONCERT EVENT LIBRARY SCHEDULE THEATRE AMUSEMENT		Text The Movies You See, The Television You Watch Where To Go, Who To See, What To Do, Steck, Vaughn Modern Football Superstars Kits Motorcycle Racing Safe Motorcycle Riding Contact Series Movies, T.V., Sports Games for Learning Boxing Karate Girl Racing Wheels Series Kookie, The Motorcycle Racing Dog Kookie Rides Again Audio-Visual Filmstrip/cassette, Recreation and Leisure Time Other Washington Calendar of Events Magazine

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
			Games for Learning Hockey Heroes Sports Close-Ups Women Who Win Winners All Contact Series: Movies T. V. Sports Sports Actions Skill Skits
955			956

SUB-COMPETENCY: A. EXPLORING LEISURE TIME ACTIVITIES

LEARNING GOAL:

A-2 The student will be introduced to various hobbies, games, and crafts.

BEHAVIORAL OUTCOMES:

*A-2.1 The student will be aware of the different types of hobbies, games and crafts with which he/she can become involved. Success will be determined by listing at least three different activities in each category.

*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Visit the school library. 2. Visit a local hobby shop. 3. Have hobbies and crafts demonstrated. 4. Take a trip to a hobby shop to see the variety of games available. 5. Class discussion of the difference between hobbies, games, and crafts. 6. Students may visit and observe a crafts exhibit. 7. Make a chart of students' hobbies, games and crafts.			Text Kits Audio-Visual See Film Library Catalogue. Other

SUB -COMPETENCY: A. EXPLORING LEISURE TIME ACTIVITIES

LEARNING GOAL:

A-3 The student will be introduced to movies, concerts, and theatres in the metropolitan area.

BEHAVIORAL OUTCOMES:

*A-3.1 The student will be knowledgeable regarding movies, concerts, and theatres in the metropolitan area as evidenced by his/her naming at least two locations for each type of entertainment.

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Collect ads from the newspaper about different performances. 2 Read and discuss "Calendar of Events" in the newspaper. 3. Collect seating charts from different performance centers. 4. Take a trip to a theatre (Kennedy Center).		A-3.1 with VI C-1.1	Text Kits Audio-Visual Other Washington Theatre Seating Guide

SUB -COMPETENCY: A. EXPLORING LEISURE TIME ACTIVITIES

LEARNING GOAL:

A-4. The student will become acquainted with clubs and organizations in his/her community.

BEHAVIORAL OUTCOMES:

*A-4.1 The student will become familiar with clubs and organizations he/she could join as evidenced by his/her identifying three separate clubs and organizations.

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Make a survey of school clubs and organizations. 2. Discuss the types of clubs and organizations to which students currently belong.			Text Kits Audio-Visual Other

SUB -COMPETENCY: A. EXPLORING LEISURE TIME ACTIVITIES

LEARNING GOAL:

A-5. The student will become aware of vacations as a leisure time activity.

BEHAVIORAL OUTCOMES:

*A-5.1 The student will be cognizant of the use of leisure time opportunities on vacations. Success to be determined by listing five ways of spending one's vacation.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Go to a travel agency.			Text
2. Collect travel posters and brochures.			
3. Discuss vacation possibilities.			
4. Read the travel sections of the newspaper.			
5. Chart the vacation points of interest within a 200-mile radius.			
6. Discuss past vacation experiences.			Kits
			Audio-Visual
			Other

SUB -COMPETENCY: A. EXPLORING LEISURE TIME ACTIVITIES

LEARNING GOAL:

A-6 The student will be aware of the choices available in dining out.

BEHAVIORAL OUTCOMES:

A-6.1 The student will be knowledgeable regarding the variety of different restaurants in the Washington Metropolitan Area as evidenced by explaining (Communications Mode Optional) at least two in each of the following categories:

a. fast food
b. diner, family restaurants
c. fine restaurant

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Look through the newspaper section on "Dining Out." 2. Make a survey of all the eating establishments in the community. 3. Discuss the various types of restaurants. 4. Discuss how much money it takes to eat at various types of restaurants.			Text Kits Audio-Visual Other

SUB-COMPETENCY B: SAMPLING LEISURE TIME ACTIVITIES

In the metropolitan area a wide variety of leisure time activities are available. This sub-competency emphasizes exposure and involvement in selected activities. Many leisure time pursuits require antecedent behavior or skills with which the student may not be familiar. In this unit selected activities have been identified as having prerequisite procedures and skills. Students are encouraged to participate in new and unique experiences.

SUB -COMPETENCY: B. SAMPLING LEISURE TIME ACTIVITIES

LEARNING GOAL:

B-1 The student will participate in a community-sponsored event.

BEHAVIORAL OUTCOMES:

B-1.1 The student will participate in a community sponsored event as evidenced by his/her selecting and attending one activity sponsored by the following:

1. local university or college
2. local parks and recreational system
3. national and state parks
4. libraries and museums.

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have a picnic. 2. Plan a camping trip. 3. Go skating. 4. Attend a sports event. 5. Visit a crafts exhibit. 6. See a film at the public library. 7. Sign up for a course offered through local parks and recreation centers. 8. Plan a field trip to points of interest (Air & Space Museum, Torpedo Factory, Museum of Natural History). 9. Collect literature regarding community-sponsored events.	FILM LIBRARY CONCERT CRAFT PLAY CAMPING CAMP SITE SWIMMING SKATING MUSEUM RECREATION		**Text** Let's Learn About Md, P.G. Co. Board of Education Prince George's County, P.G. Chamber of Commerce Camping reference books available for loan-Resource Center **Kits** **Audio-Visual** Washington, D.C. Filmstrips & Cassettes (Resource Center) Art in Our World Cooper's Craft **Other**

SUB -COMPETENCY: B-2 SAMPLING LEISURE TIME ACTIVITIES

LEARNING GOAL:

B-2 The student will learn a hobby, game or craft.

BEHAVIORAL OUTCOMES:

*B-2.1 The student will learn a hobby, game or craft. Success to be determined by the student choosing one activity, gaining a working knowledge of the activity and them demonstrating it. (Communications Mode Optional) (Subjective Judgment of Teacher)

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Have craftsmen give class demonstrations. 2. Invite guest speakers with interesting hobbies to give talks. 3. Organize a game tournament. 4. Visit a hobby-crafts center and have students select a project. 5. Have students demonstrate a game. 6. Give reports on hobbies. and crafts. 7. Collect materials for a leisure time scrapbook or bulletin board. 8. Participate in crafts activity in calss.	HOBBY GAME CRAFT DEMONSTRATE MODELS MACRAME CERAMICS	B-2.1 with VI C-1.5	Text Kits Audio-Visual Films: Mexican Ceramics Potter's Wheel Stacking and Firing the Kiln Tie Dye and Stained Glass Other

SUB -COMPETENCY: B -3 SAMPLING LEISURE TIME ACTIVITIES

LEARNING GOAL:

B-3 The student will attend a movie, concert or theatre presentation in the metropolitan area.

BEHAVIORAL OUTCOMES:

B-3.1 The student will select and attend a movie, concert or theatre performance as evidenced by his/her reporting (Communications Mode Optional) the activity in class.

B-3.2 The student will be able to interpret the newspaper amusement directory. Success to be determined by his/her comparing prices, starting times, and locations (Communications Mode Optional).

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Call Kennedy Center or Capital Center to inquire about ticket prices and seating. 2. Compare cost and kinds of seating. 3. Plan a field trip to Ticketron. 4. Discuss aspects of concert and theatre going (cost, tickets, time, seating).	BOX BALCONY TICKET ORCHESTRA SECTION FESTIVAL SEATING GENERAL ADMISSION TICKETRON	B-3.2 with VI C-1.1	**Text** The Movies You See, Turner-Livingston **Kits** **Audio-Visual** See: Film Library Catalog **Other** Washington Theatre Seating Chart

SUB -COMPETENCY: B-4 SAMPLING LEISURE TIME ACTIVITIES

LEARNING GOAL:

B-4 The student will investigate the clubs and organizations in his/her community.

BEHAVIORAL OUTCOMES:

B=4.1 The student will investigate the clubs and organizations in his/her community as evidenced by his/her selecting one club and one organization and reporting (Communications Mode Optional) the purpose and activities of each.

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Interview school club and organization sponsors and report on activities and purpose of each group. 2. Have students tell the class about a club or organization they belong to. 3. Make a directory of the names, addresses, and phone numbers of community clubs and organizations.			Text Kits Audio-Visual Other

SUB -COMPETENCY: SAMPLING LEISURE TIME ACTIVITIES

LEARNING GOAL:

B-5 The student will be able to plan a vacation.

BEHAVIORAL OUTCOMES:

B-5.1 The student will be able to plan a vacation as evidenced by his/her selecting a destination and finding the following information:

a. mode of transportation and routes, time required to get there
b. reservations needed
c. sights to see
d. amount of time needed
e. cost

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* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Visit a travel agency 2. Plan and carry out a field trip. 3. Write letters of inquiry to Chambers of Commerce. 4. Have students compile a list of toll free numbers for reservations. 5. Plan a hypothetical vacation, (considering destination, cost, time, means of travel, etc.).	HOTEL MOTEL RESERVATION TRAVELERS CHECKS TOURIST INFORMATION CENTER ROOM SERVICE LODGE	B-5.1 with II E-1.1	Text Kits Audio-Visual Other

SUB -COMPETENCY: SAMPLING LEISURE TIME ACTIVITIES

LEARNING GOAL:

B-6 Students will be able to choose restaurants that fit his/her needs and be able to conduct himself/herself appropriately therein.

BEHAVIORAL OUTCOMES:

B-6.1 The student will be able to choose places for dining that fit his/her needs as evidenced by his/her matching situations giving

- a. amount of money available
- b. atmosphere and type of food desired with the appropriate (Subjective Judgment of Teacher) restaurant posibilites.

B-6.2 The student will be knowledgeable of terms he/she may encounter when reading a menu. Success will be demonstrated by his/her explaining (Communications Mode Optional) the words on the functional vocabulary list.

* Minimal Behavioral Outcome Skills

SUB -COMPETENCY: SAMPLING LEISURE TIME ACTIVITIES

LEARNING GOAL:

B-6 Student will be able to choose restaurants that fit his/her needs and be able to conduct himself/herself appropriately therein.

BEHAVIORAL OUTCOMES:

B-6.3 The student will be aware of appropriate conduct in restaurants. Success will be demonstrated by the student's relating (Communications Mode Optional) the correct procedures to follow regarding:

a. appropriate dress
b. entering and leaving a restaurant (i.e., following a host /hostess to seat you, paying your bill, etc.)
c. table etiquette
d. tipping

*Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Clip ads from the newspaper. 2. List restaurant commercials from radio/TV. 3. Give a list of restaurants and categorize them according to: a. fast food b. diner/family restaurant c. fine restaurants. 4. Collect menus from restaurants. 5. Read menus and locate unfamiliar items. 6. Practice ordering from menus. 7. Locate foreign phrases. 8. Figure and compare costs of different restaurants. 9. Have class discussion on tipping. 10. Practice computing (estimating) tips. 11. Go on a field trip to a restaurant. 12. Discuss attire for different types of restaurants. 13. Discuss restaurant etiquette.	A LA CARTE ENTREE APPETIZER SOUP DE JOUR COMPLETE DINNER DESSERT BEVERAGE A LA MODE DINNER BREAKFAST LUNCH	B-6.3 with III A-11.1	**Text** **Kits** **Audio-Visual** The Restaurant Menu Media Material, Inc. **Other**

SUB-COMPETENCY C: CAREER OPPORTUNITIES IN LEISURE TIME ACTIVITIES

A wide range of career opportunities in the leisure time field exist and should be investigated. In this sub-competency the student will have an opportunity to explore his/her own talents and interests in terms of turning a possible avocational pursuit into a career. It is suggested that if the student indicates an interest in a leisure time occupation that he/she tie that interest into the sampling phase of the Vocational Development Program.

SUB-COMPETENCY: C. CAREER OPPORTUNITIES IN LEISURE TIME ACTIVITIES

LEARNING GOAL:

C-1 The student will be aware that there are career opportunities in the area of leisure time activities.

BEHAVIORAL OUTCOMES:

C-1.1 The student will be aware of job possibilities related to leisure time activities as evidenced by his/her citing (Communications Mode Optional) at least five different careers in the leisure time field occupations.

* Minimal Behavioral Outcome Skills

Activities (Keyed to Behavioral Outcomes)	Functional Vocabulary	Competency - Cross Referenced	Suggested Materials
1. Find and list occupations available in leisure time activities. 2. Make a worker handbook that would contain items such as: hours, pay, duties, dress, etc. pertinent to the job area studies. 3. Visit various places to observe persons working in leisure time occupations. 4. Participate in a job sample in this area. 5. List the advantages and disadvantages of leisure time careers.	OCCUPATION CAREER ENTERTAINMENT PROJECTIONIST USHER WAITRESS WAITER	C-1.1 with VIII A-2.1	**Text** **Kits** **Audio-Visual** Career Awareness Program: Fine Arts and Humanities Film: Hands of Maria Throwing **Other** Introduction to Hospitality, Recreation Careers Test -Activity Manual, Activity 12 A, 13

SUB -COMPETENCY: **C.** **CAREER OPPORTUNITIES IN LEISURE TIME ACTIVITIES**

LEARNING GOAL:

C-2 The student will be aware that there are career opportunities in the area of leisure time activities.

BEHAVIORAL OUTCOMES:

C-2.1 The student will become familiar with leisure time occupations in a particular area of interest as evidenced by his/her selecting and identifying (Communications Mode Optional) job possibilities in that area.

C-2.2 The student will become knowledgeable regarding one occupation in the leisure time field. Success to be determined by his/her choosing and reporting (Communications Mode Optional) on that particular occupation.

1011

1012

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY IX - LEISURE

Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)		INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
A-1.1	The student can identify familiar community agencies which provide leisure time activities.			
A-2.1	The student can identify a variety of activities in the area of hobbies, games, and crafts.			
A-3.1	The student can site locations in Metropolitan area that offer entertainment.			
A-4.1	The student is familiar with clubs and organizations in his/her school and community.			
A-5.1	The student can list various ways of spending a vacation.			
A-6.1	The student is knowledgeable of the different types of restaurants in his area.			
B-1.1	The student will attend and participate in one community-sponsored activity.			
B-2.1	The student will be knowledgeable and can demonstrate at least one hobby, game or craft.			
B-3.1	The student will select and attend one movie, concert or theatre performance.			

1014

1013

* Minimal Behavioral Outcome Skills

STUDENT PROFILE CHART

COMPETENCY

IX- LEISURE

	Abbreviated Behavioral Outcomes (See Curriculum for detailed statement)	INDICATE DATE		
		Introduced	Partial Mastery	Complete Mastery
B-3.2	The student can interpret the newspaper amusement directory.			
B-4.1	The student can report the purpose of one community club or organization.			
B-5.1	The student will be able to plan a vacation.			
B-6.1	The student can select a place for dining.			
B-6.2	The student can interpret a menu.			
B-6.3	The student can state appropriate restaurant conduct.			
C-1.1	The student will be aware of selected career opportunities in relation to leisure activity.			
C-2.1	The student can select and identify job possibilities in a particular leisure area.			
C-2.2	The student can select and report on one leisure time occupation.			

* Minimal Behavioral Outcome Skills

Student Teacher, Parent Profile Chart

COMPETENCY

Student, Teacher, Parent Derived Behavorial Outcomes	INDICATE DATE		
	Introduced	Partial Mastery	Complete Mastery
1017			1018